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ABSTRACT

Supplement Number 2 of the "Annotated Bibliography--Educational Opportunity Programs" (formerly "Educating the Disadvantaged Child") has been prepared for use by teachers, administrators, school personnel, and the public concerned with implementing effective educational opportunity programs. It concentrates on materials to assist in the improvement of the three priorities established by the New York State Education Department: reading, mathematics, and bilingual education. The sociological implications relating class structure, poverty, and disadvantagement to education are considered. A more indepth coverage of urban problems and their relationship to equal educational opportunities has resulted in the inclusion of the new categories of Urban Education and Nonstandard English. Other new categories added are: Migrants, Native Americans, and Spanish-Speaking Minorities. A new section of Health Education includes an overview of the various aspects of drug abuse. Contents are organized into 20 sections dealing with such topics as: administration and organization; English as a second language; guidance and counseling; health education; intergroup relations; juvenile problems; migrant education; native Americans; nonstandard English; and others. (Author/JM)

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EDUCATIONAL OPPORTUNITY PROGRAMS

SUPPLEMENT NUMBER II

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FOREWORD

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Supplement Number Two of the Annotated Bibliography - Educational Opportunity Programs (formerly Educating the Disadvantaged Child) has been prepared for use by teachers, administrators, school personnel and other publics concerned with implementing effective educational opportunity programs. It concentrates on materials to assist in the improvement of the three priorities established by the New York State Education Department: reading, mathematics and bilingual education. The sociological implications relating class structure, poverty and disadvantagement to education are considered.

A more indepth coverage of urban problems and their relationship to equal educational opportunities has resulted in the inclusion of the new categories of Urban Education and Nonstandard English. Other new categories added are: Migrants, Native Americans and Spanish-Speaking Minorities. A new section on Health Education includes an overview of the various aspects of drug abuse.

The second supplementary edition of the annotated bibliography was compiled and written by Lynda Regan, Consultant to the New York State Division of Federal Education Opportunity Programs, under the supervision of Louis J. Pasquini, Director and Donald E. White, Associate.

IRVING RATCHICK

TABLE OF CONTENTS

	PAGE
Administration and Organization	1
Educational Communications and Resources	4
English as a Second Language	6
General Reference	9
Guidance and Counseling	19
Handicapped Child	21
Health Education	25
Intergroup Relations	29
Issues and Innovations	41
Juvenile Problems	50
Migrant Education	52
Native Americans	53
Nonstandard English	59
Occupational Education	62
Parent and Community Involvement	65
Program Development	70
Socioeconomic Factors	76
Spanish Speaking Minorities	85
Teaching Strategies	87
Urban Education	101
Author Index	108

ADMINISTRATION AND ORGANIZATION

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Administration and Organization includes operational techniques and procedures in schools, personnel, physical facilities, and school politics.

1. American Association of School Administrators. An Administrator's Handbook on Educational Accountability. Arlington, Virginia, 1973.
   The idea of holding schools answerable for the student's learning outcome is emerging as an important concept in education. This book is a guide to administrators and others who are searching for ways of improving educational programs. Accountability is defined and techniques for developing an educationally accountable program are discussed.

2. Burgett, William A. We Have Failed the Schools. New York: Vantage Press, 1970.
   The author believes that we have failed the schools by failing to define the purposes of schooling and failing to determine whether the implied purposes have been obtained. The entire second half of the book consists of checklists for evaluating a school system, the school personnel, the school goals and the attainments of the students.

3. Lessinger, Leon. Accountability in Education: Every Kid a Winner. Palo Alto, California. Science Research Associates College Division, 1970.
   Educational effectiveness can be furthered according to the author by the development of "educational engineering." This involves new patterns and administration, the use of different incentives for school staff to test promising innovations, and the use of appropriate evaluation methods to discover what actually works. Clarification is given in the book on performance contracts, professional incentives, and accountability. This new system was successfully designed for schools in San Mateo, California and used as the basis for a revolutionary approach for teaching disadvantaged children in Texarkana, Texas.

4. McKelvey, Troy V., and Austin D. Swanson. Urban School Administration. Beverly Hills, California: Sage Publications, Inc., 1969.

   There is a need for administrators and superintendents of school systems composing metropolitan areas to understand the effects of desegregation on urban school administration. These papers by several authorities study the challenges facing urban school administrators and have attempted to recognize needs regarding problems surrounding school desegregation.

5. Morley, Franklin P. A Modern Guide to Effective K-12 Curriculum Planning. West Nyack, New York: Parker Publishing Company, 1973.

   This handbook describes and analyzes the techniques and planning procedures that have been effective in preparing a modern, innovative, flexible elementary and secondary school curriculum. Educators are helped in making curriculum changes that will keep educational practices in relationship to the needs of the student in life outside the school. A sample three-week Unipac in Social Studies I is included in the Appendix.

6. National Commission on the Reform of Secondary Education. The Reform of Secondary Education. New York: McGraw-Hill Book Company, 1973.

   The Charles F. Kettering Foundation organized and sponsored a national commission to re-examine the goals, programs, and directions of secondary education in 1972. The point of view of various education organizations such as the American Association of School Administrators, National Congress of Parents and Teachers and the National Association of Secondary School Principals were represented on the commission as well as teachers, teacher training institutions, high school student bodies and others. Recommendations were made by the commission for improving secondary education in the light of changing national goals of education and changing student bodies. School security, student rights and obligations, nonformal types of secondary education and alternative programs are discussed.

7. Savage, William V. Interpersonal and Group Relations in Administration. Glenview, Illinois: Scott Foresman and Company, 1968.

   Written as a text for use in courses in educational administration dealing specifically with interpersonal and group relations, this book is useful for administrators who wish to increase their knowledge and skills in human relationships. The volume stresses techniques for human relations and plays down theory. Concrete specifics of daily procedures which deal with the current and changing problems of interpersonal and group relations are set down.

8. Stradley, William E. Administrator's Guide to an Individualized Performance Results Curriculum. New York: The Center for Applied Research in Education, Inc., 1973.

   A flexible program, structured for change as indicated, which maintains its original basic program data, is of immeasurable assistance to educators. The author describes specific techniques and methods for implementing new program structures based upon present and new performance demands. As a school principal of 15 year's experience in developing and implementing these concepts, and as a consultant, author and instructor of graduate courses for educators, the author presents practical suggestions and methods for this performance results curriculum plan.

EDUCATIONAL COMMUNICATIONS AND RESOURCES

Information on the use of audiovisual instructional materials and devices including the use of educational television is contained under this heading. Resource guides and instructional materials are included.

1. Benton, Charles W., and Others. Television in Urban Education. New York: Frederick A. Praeger, 1969.
   This report was commissioned by the Research Council of the Greater Cities to evaluate the existing and needed television facilities of its members. A complete survey is made of the organization of each educational television channel and of its technical resources. Detailed figures are provided on programming at each grade level, and instructional problems of the system are reviewed. The authors make extensive use of graphs and charts to compare one school system to another, and to relate Greater Cities data to national averages. A summary suggests weaknesses and possible improvements for television use.

2. Conte, Joseph M., and George H. Grimes. Media and the Culturally Different Learner. Washington, D.C.: National Education Association of the United States, 1969.
   This pamphlet, jointly published by NEA's Division of Educational Technology and NEA's Project URBAN, attempts to show the relationship of educational media to effective learning for children of the poor. It includes a survey of the current literature about the learning characteristics of the culturally different. It also makes suggestions for change and presents actual examples of programs which are being implemented in the schools. A list of resources is appended in order to guide the reader to finding additional information. The booklet is useful to all those concerned about the use of media in the public schools.

3. Weisgerber, Robert A. Instructional Process and Media Innovation. Chicago, Illinois: Rand McNally and Company, 1968.

   The utilization of technology in education is emphasized in this book. It points out that education should make human use of human resources and it examines the instructional process in order to ascertain those elements which are appropriate for technological implementation. The book is organized around generic principles, educational levels, curricular programs, the major media and evolving technologies. It offers practical steps toward instructional implementation of media. Before each chapter questions are posed which give insight into chapter content.

4. West Babylon Schools. Resource Guide for the Incorporation of Afro-American Heritage, Culture and Experience Into the Curricula of the West Babylon Schools. West Babylon, New York: West Babylon Schools, 1969.

   The purpose of this Resource Guide is to enable teachers and administrators to revise and update their curricula and to aid them in selecting and ordering study materials. Covering grades K-12, it includes a comprehensive list of films, records, tapes, textual materials, biographies and fiction books as well as nonfiction for use in teaching American Negro culture and heritage. Also included is a list of readings for teachers and suggested discussion topics and questions. Available through the West Babylon Schools, it is a useful guide for educators.

ENGLISH AS A SECOND LANGUAGE

Included here is information on all aspects of language teaching. Reading and literature as well as workable techniques and materials widen a teacher's base of knowledge on teaching English as a second language.

1. California State Department of Education. Handbook for Teachers of English as a Second Language: Americanization-Literacy. Sacramento, California: California State Department of Education, Bureau of Adult Education, 1969.
   Guidelines and suggestions to assist teachers of English as a second language in conducting programs that are oriented toward Americanization and literacy are contained in this pamphlet. Methods of instruction and materials that reinforce instruction are suggested. Textbook selection and evaluation are discussed as well as the roles of the student, the teacher and the administrator. New teachers of English as a second language should find this handbook especially helpful.

2. Caskey, Owen L., and Hodges, Jimmy. A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student. Lubbock, Texas: Southwest Educational Development Laboratory, 1968.
   Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counseling of bilingual students. Literature dealing with Indian and Mexican-American children is included.

3. Davis, Ruth, and Others. A Curriculum Guide for Beginning non-English Speaking Children. Washington, D.C.: Office of Programs for the Disadvantaged (DHEW), 1969.
   Failure of commercial materials to meet the particular needs of the Navajo child resulted in the development of this curriculum guide. Specific teaching objectives and behavioral student objectives are given for five areas of the language arts, and also for social studies, science, numbers readiness, physical education, art and music.

4. Frey, Betty J. Basic Helps for Teaching English as a Second Language. Tucson, Arizona: Palo Verde Publishing Company, Inc., 1970.

   Designed for teachers who have had little or no formal training in the teaching of English as a second language, this book describes concrete teaching procedures and materials rather than theory. Primary emphasis is on the Spanish speaker as he learns English although the same methods apply to speakers of other languages as well. The procedures described are based on the author's successful experiences with non-English speaking and bilingual students as well as with native English speakers who spoke a substandard variant of the language. Focusing on skillful instruction, the author supplies approaches and ideas that the teacher can readily apply to real life situations.

5. Kimizuka, Sumako. Teaching English to Japanese. Los Angeles, California: Anchor Enterprises, 1968.

   The author, a native of Japan and presently an assistant professor of Asian Studies at the University of Southern California prepared this book for teachers of English who are teaching students of Japanese background. Based on the author's personal experience in learning and teaching English, the book attempts to point out the special problems which native speakers of Japanese face in trying to learn English as a second language. It provides a linguistic survey of errors made by Japanese students in America and classifies those errors in order to assist other teachers to know where potential trouble lies. The book is also useful as a text in the methodology of second language teaching.

6. Perren, G. E. Teachers of English as a Second Language. Their Training and Preparation. London: Cambridge University Press, 1968.

   Contributors to this volume are British experts who have written out of their own experience in many parts of the world. Each writes on a particular aspect of the education and training of teachers of English as a second language. The book covers such diverse areas as "The Training of Teachers of English as a Second Language in Africa" and "Training Teachers of Adults." A select bibliography of writing on the training of teachers of English is included.

7. University of the State of New York. Basic Lessons in Beginning English for Americanization Teachers. Albany, New York: The State Education Department, Bureau of Continuing Education Curriculum Development, 1969.

This is a series of one hundred lessons recommended for the teaching of English to the foreign-born. Detailed examples of techniques in the form of lesson plans are provided in order to help the teacher and the students become familiar with the basic features of the English language. The exercises and activities recommended within the lessons will enable the students to learn to make statements and to ask and answer questions. A variety of techniques are included. These methods have proven to be highly successful in teaching English as a second language.

GENERAL REFERENCE

General Reference refers to comprehensive works on educating the disadvantaged in particular collections of readings. The contributions of some respresentative ethnic minorities are discussed. Miscellaneous subjects which do not fall under the topics listed elsewhere in the publication are found here.

1. Birmingham, John. Our Time is Now. Notes from the High School Underground. New York: Praeger Publishers, Inc., 1970.

   This book is almost entirely composed of excerpts from various high school underground newspapers from around the country. Topics covered include how and why such underground papers begin, student power, Black power, educational reform, and youth culture. The reader can gain insight into the nature of these publications, and the students who put them out.

2. Brighton, Howard. Handbook for Teacher Aides. Midland, Michigan: Pendell Publishing Company, 1972.

   Written specifically for the teacher aide, this book offers information and instruction on how to function in school surroundings. Advice is offered for many practical situations including the type of conditions to be found in the classroom and various teacher aide responsibilities. The style is a readable question and answer format.

3. Brighton, Howard. Utilizing Teacher Aides in Differentiated Staffing. Midland, Michigan: Pendell Publishing Company, 1972.

   The purpose, responsibility, and function of the teacher aide program are spelled out in this volume. The author divides teacher aides into several categories: educational, clerical, and service. He describes methods of training and utilizing each type. Administrators and educators will find this a useful outline for an orderly and structured aide program.

4. Campbell, Alan K., Ed. The States and the Urban Crisis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.
   The role of the state government in its relation to the metropolis is the subject of this volume. Experts on urban affairs examine the way in which state governments have responded to the needs of the cities. They recommend the removal of certain constitutional restrictions in order to permit stronger city governments. They also propose a change in the tax system which would distribute revenue more fairly.

5. Clift, Virgil A., Project Director. A Study of Library Services for the Disadvantaged in Buffalo, Rochester and Syracuse. New York: Center for Field Research and School Services, School of Education, New York University, 1969.
   Information on the library outreach programs in Buffalo, Rochester, and Syracuse is collected in this study. Through these programs, the library assumes as an active responsibility the alleviation of many of the deficiencies of ghetto life such as reading, instruction for adults, guidance and counseling, and employment training. The library's role is redefined so that it can respond to today's needs. Other library services and the kinds of material and equipment most needed are also described. Recommendations for future programs are presented.

6. Cohen, Dorothy H. The Learning Child. New York: Pantheon Books, 1972.
   Addressed primarily to parents, this book deals with the problems of raising children who are growing up in a technology oriented society. Beginning with a discussion of kindergarten, the author reviews the primary and intermediate grades and attempts to explain what children go through in growing up.

7. College Entrance Examination Board. The New York Times Guide to Continuing Education in America. New York: Quadrangle Books, 1973.
   The guide describes opportunities available to adults, academic and vocational, in classrooms and through the mails, for credit or for enjoyment, at accredited educational institutions. Institutions offering classroom courses for adults are listed by state with descriptions of courses, fees, requirements, times courses are offered, and opportunities to receive credit without formal courses.

8. Derr, Richard L. A Taxonomy of Social Purposes of Public Schools. New York: David McKay Company, Inc., 1973.

An analysis of the social purposes and objectives which could be assigned to the schools is the thrust of this book. The author makes two assumptions: that it is desirable that schools be guided by precisely stated purposes and objectives and that the selection of these purposes and objectives is facilitated by the availability of classifications which organize outcomes into systematically determined categories. Once a social purpose is stated in a way that permits relevant instructional planning to proceed, the likelihood of effective results is greatly improved. The author presents methods of achieving this end.

9. Deutsch, Martin. "Happenings on the Way Back to the Forum: Social, I.Q. and Race Differences Revisited." Harvard Educational Review. Vol. XXXIX, No. 3, Summer 1969, p. 523-557.

Dr. Martin Deutsch evaluates Arthur Jensen's controversial article "How Much Can We Boost I.Q. and Scholastic Achievement?" Jensen doubts that I.Q. can be effected by environmental means and discounts the effects of the compensatory education programs for disadvantaged children. Professor Deutsch deals with some of the most salient problems raised by Jensen's article. Citing authorities, he points out and offers corrections for errors, misinterpretations and inconsistencies. Jensen's article had a negative effect on social progress and public policy he concludes. Environmental and genetic factors he contends, must be seen as interlacing determinants rather than separate causative agents. In these times of serious social crisis, he calls on Jensen to reexamine his thinking.

10. First National Bank, New York, New York. Profile of a City. New York: McGraw-Hill Book Company, Inc., 1972.

Using New York City as a guide, a group of economists present here various studies on urban problems, their causes and possible cures. The authors attempt to touch on all areas of urban concern. Included are such problems as pollution, population, poverty, education, housing and transportation, all of which have become national issues. The book is a good source of statistics in these areas and despite the fact that the situation is specifically New York City the ills reported can be found in all U.S. cities.

11. Forbes, Jack D. The Education of the Culturally Different. A Multicultural Approach. A Handbook for Educators. Berkeley, California: Far West Laboratory for Educational Research and Development, 1969.

Dr. Forbes, the author of this pamphlet and himself of Powhatan Indian descent, points out the distinction between the concept the culturally different pupil from that of the culturally disadvantaged. He looks at the special educational problems of "conquered culturally different populations" who possess special psychological handicaps stemming from the destruction of native institutions and culture. He cites as specific examples, American Indians, Native Hawaiians, and Afro-Americans and to an extent Mexican-Americans. The author lists specific ways in which the school can help combat these problems pointing out the need for community relevant schools and calling for a multicultural approach to education. Included is a list of reference sources.

12. Frost, Joe L., and Hawkes, Glenn R. The Disadvantaged Child. Issues and Innovations. Second Edition. New York: Houghton Mifflin Company, 1970.

Although the first edition of The Disadvantaged Child which appeared in 1966 is still relevant, Drs. Frost and Hawkes brings the reader up to date in this comprehensive volume which is a collection of articles published since 1966. The problems of the ghetto, the migrant, the American Indian and the Appalachian are realistically portrayed and the results of impoverished living are shown. The current issues concerning the effects of environment and heredity are discussed at length. This volume summarizes issues regarding compensatory education including programs for the disadvantaged and the Coleman report. The concluding section focuses on community and family living especially in the light of two investigations, the Moynihan Report on the Negro family and the Kerner Commission Report on Civil Disorders. The book is well indexed and is extremely useful as a reference source and for an overview of current issues.

13. Gartner, Alan. Paraprofessionals and Their Performance: A Survey of Education, Health and Social Service Programs. New York: Praeger Publishers, 1971.

Research on the paraprofessional's impact in the field of education, health and social service is analyzed in this study. A vast amount of data on the paraprofessionals' effect on human service practice and productivity is provided. It also furnishes insight into such issues as the relationship of indigence and training, the relationship of the paraprofessional and the professional and the relationship of the paraprofessional and the community. The study concludes that government funded programs for training paraprofessionals have aided those trained and improved the delivery of service. In addition, the study establishes the importance of the role of paraprofessionals as service agents.

14. Glazer, Nona Y., and Carol F. Creedon. Children and Poverty: Some Sociological and Psychological Perspectives. Chicago, Illinois: Rand McNally and Company, 1970.

This collection of readings serves as an introduction to the problems of the poor and as a foundation for further study. Each article is by an expert in the field and is usually a condensation or reprint from a more extensive work. The book is divided into five parts and each part is devoted to a discipline. Part II entitled, "They Speak for Themselves," contains excerpts from works by slum dwellers, such as Claude Brown's Manchild in the Promised Land.

15. Goodell, Carol. The Changing Classroom. New York: Ballantine Books, 1973.

The selections in this anthology are of interest to any teacher and the book is a useful reference tool. The editor chose selections from such authorities as James Herndon, Herbert Kohl, John Holt, Leo Tolsty, Sylvia Ashton Warner and others. Anecdotal child centered stories are frequent. The articles are cross referenced by topic. A biographical note on each author is included and there is a selected bibliography.

16. Greeley, Andrew M. Why Can't They Be Like Us? America's White Ethnic Groups. New York: E. P. Dutton & Co., 1971.
The author reevaluates public opinion on ethnic groups. He begins by reviewing the historical myth of the melting pot and then discusses the disagreements among ethnic groups over religion, housing, and politics. Greeley probes the idea of one day isolating ethnicity from suspicion and distrust.

17. Henderson, George. America's Other Children: Public Schools Outside Suburbia. Norman, Oklahoma: University of Oklahoma Press, 1972.
This collection of fifty articles is a scholarly volume which rises far above most books on educating the poor in America today. Those pupils in rural and isolated schools, urban and segregated schools, as well as schools for the handicapped are among the "other children." All of the contributions are reprinted from other sources. Much of what is said is familiar yet this is a coherent compilation focusing on a large segment of our pupil population.

18. Huthmacher, J. Joseph. A Nation of Newcomers: Ethnic Minorities in American History. New York: Dalacorte Press, 1967.
The story of immigration in the United States is chronicled here. The contributions and experiences of a few representative ethnic minorities are discussed. The Irish, Italian, Chinese and Japanese were first persecuted, then accepted. The Puerto Ricans and the American Negro have experienced disadvantages. However, the Negro, it is clearly pointed out, has been the only minority completely denied by law, the opportunities for advancement offered other groups. The role of the New Deal and World War II are traced and the Civil Rights struggle is outlined.

19. Isaacs, Nathan. A Brief Introduction to Piaget. New York: Agathon Press, Inc., 1972.

The two essays in this book explain Piagetian theory and show its application to educational practice. Since the vocabulary of Piaget is complex, the author interprets the ideas so that they can be understood by the average teacher and student. Piaget's theories of the mental development of the young child played an important part in the movement toward informal education and the "open classroom."

20. McLure, William P., and Audra May Pence. Early Childhood and Basic Elementary and Secondary Education: Needs, Programs, Demands, Costs. Urbana, Illinois: University of Illinois, 1970.

This study attempts to identify the most important needs of education in the 1970's. No attempt is made to evaluate the effectiveness of schools. The study rather is designed to present a criterion for identifying needs and to outline programs which might fulfill those needs. The dimensions of cost for programs are also considered.

21. Mayhawk, Robert. Black Portfolio. White Plains, New York: Robert Mayhawk Associates, Inc., 1970.

Black Portfolio is a directory and reference tool listing Black businessmen and professionals in the New York Metropolitan Area. It is available through subscription only with quarterly supplements and new subscriptions annually.

22. Oldham, Neild B. Citizens Advisory Committees, Public Participation Increases; Guides Change in American Education: Current Trends in School Policies and Programs. Arlington, Virginia: National School Public Relations Association, 1973.

The citizens advisory movement has provided the ideas and the means for solving many educational problems. The present trend is toward an increase in committee activities. This publication tells how to get a citizens committee started, how its members should be named, and the kinds of tasks it should undertake.

23. Review of Educational Research. Vol. XL, No. 1, February 1970. "Education for Socially Disadvantaged Children." Washington, D.C.: American Educational Research Association, 1970.

This issue of Review of Educational Research is devoted exclusively to education of the disadvantaged and explores "efforts to accelerate the educational development of disadvantaged populations and concern with the mutability of intellectual functions." Seven articles are included, ranging from "Disadvantaged Rural Youth" to "Decentralization and Community Participation in Public Education." Each presents and analyzes the results of research by experts in the field.

24. Schofield, Harry. Assessment and Testing: An Introduction. London: George Allen and Unwin Ltd., 1972.

The author presents in a simple, introductory fashion an explanation of basic statistical terms such as "mean" and "standard deviation," and also explains intelligence and personality tests, sociometric measures, projection techniques, and other areas of assessment and testing. The book is essentially a practical introduction to the testing field.

25. Shank, Paul C., and Wayne R. McElroy. The Paraprofessionals. Midland, Michigan: Pendell Publishing Company, 1970.

It is the purpose of this small, useful handbook to aid teachers and administrators in the selection, preparation and assignment of teacher aides. An effective instructional program for the preparation of teacher aides is described.

26. Thoresen, Carl E., Ed. Behavior Modification in Education. The Seventy-Second Yearbook of the National Society for the Study of Education. Part I. Chicago, Illinois: The University of Chicago Press, 1973.

Behavior modification in education is given comprehensive coverage in this book. Beginning articles give a historic overview of the field while subsequent readings discuss behavior modification as it relates to educational theory and its applicability to educational practice. B. F. Skinner is only one of the many prominent experts who are contributors.

27. Trubowitz, Julius. Changing the Racial Attitudes of Children: The Effects of an Activity Group Program in New York City Schools. New York: Frederick A. Praeger, Publishers, 1969.

An experiment aimed at changing the racial attitudes of Negro and white children is described and evaluated in this book. Four fourth grade and four fifth grade classes from two racially segregated New York City Schools, one predominantly Black, the other predominantly white, came together in an activity group program of three full days of educational trips in order to bring about interracial contact. The study tested the influence on attitude change of interracial contact. The methods and tests used to determine attitude change are explained and areas for future research are suggested.

28. Urban America, Inc., and the Urban Coalition. One Year Later, An Assessment of the Nation's Responses to the Crisis Described by the National Advisory Commission on Civil Disorders. New York: Frederick A. Praeger, Publishers, 1969.

In March 1968, the National Advisory Commission on Civil Disorders made its sobering report. One Year Later, prepared by Urban America and the Urban Coalition is an assessment of where the nation stands a year later in relation to the Commission's diagnosis and warnings. The Nation's response to the crisis of the cities has been dangerously inadequate.

22

29. Warden, Sandra A. The Leftouts: Disadvantaged Children in Heterogeneous Schools. New York: Holt, Rinehart and Winston, Inc., 1968.

The majority of compensatory programs deal with socio-culturally disadvantaged children attending relatively homogeneous schools in poverty areas. This book attempts to determine the consequences of the values, attitudes, and behavior of teachers and more advantaged students upon educationally disadvantaged children attending heterogeneous schools.

GUIDANCE AND COUNSELING

Ways of helping individuals to discover their needs and goals and especially the means to promote such awareness among minorities, the disadvantaged and underachievers are contained in this listing.

1. Ginzberg, Eli. Career Guidance: Who Needs It, Who Provides It, Who Can Improve It? New York: McGraw Hill Book Company, Inc., 1971.

   Eli Ginzberg discusses the need for career educational and vocational guidance not only for students but for all levels of education and society. Sensitive to the social and economic issues involved, the author questions the effectiveness of guidance, makes recommendations for future reforms, and discusses the type of guidance needed for the future. This work is clearly written and authorative and it is an important contribution to the field of career guidance.

2. Koren, Elaine Todd. Flexible Guidance in the Elementary School: Tested Techniques for a Stress-Free Classroom. New York: The Center for Applied Research in Education. 1974.

   The author, a licensed guidance counselor in the Ocean-Hill-Brownsville district of Brooklyn, has also taught in ghetto, integrated and middle-class schools in New York City. From her experience she has designed this handbook to help the classroom teacher develop and maintain an environment that will provide the sound emotional climate children need for learning. Guidance in the first level of schooling is often overlooked in spite of the fact that problems often accompany a child to school the very day of his arrival.

3. Lembeck, Ruth. Teenage Jobs. New York: David McKay Company, Inc., 1971.

   Each chapter of this book focuses on a particular work interest such as animals, travel, performing arts and many more categories; and gives ideas for work in each area. Young people themselves have related to the author their personal experiences of work ideas, applying for work and holding jobs. A listing of youth-oriented organizations is provided for obtaining more information. Guidance counselors should find this book helpful.

4. Mink, Oscar G., and Bernard A. Kaplan. America's Problem Youth, Education and Guidance of the Disadvantaged. Scranton, Pennsylvania: International Textbook Company, 1970.

   This publication represents the thinking of a number of educators on the problems of educating the disadvantaged. Many of the papers emphasize dropout prevention and behavioral counseling. Suggestions for specific programs and approaches are included.

5. University of the State of New York. Planning Models for Group Counseling. Albany, New York: The State Education Department, 1969.

   In order to meet the needs of the disadvantaged, this publication provides planning models for successful counseling with adult groups who are unemployed, poor and undereducated. The pamphlet deals with good habits and attitudes needed for job success as well as the preparation for and handling of a job interview. Although designed for adult groups, the teacher may modify the material for use with noncollege bound secondary students.

HANDICAPPED CHILD

Materials relating to the handicapped child deal with any abnormality that makes progress in the regular school program more difficult.

1. Dunn, Lloyd M., Ed. Exceptional Children in the Schools. Special Education in Transition. Second Edition. New York: Holt, Rhinehart and Winston, Inc., 1973.
   This is a collection of readings on special education by authorities in that field. It takes a critical look at traditional practices and suggests new changes. One chapter is devoted to children with learning disabilities. It examines the controversial topic of education for children from ethnic minorities who have been classified as cultural-familial educable mentally retarded. Another chapter is devoted to the creative child. Other areas included disabilities in oral communications, hearing, seeing and neuromotor skills.

2. Dupont, Henry, Ed. Educating Emotionally Disturbed Children, Readings. New York: Holt, Rinehart and Winston, Inc., 1969.
   When emotional disturbance is redefined as a learning problem and a problem in socialization rather than a medical one, the school is clearly the focal point for any widespread remedial effort. This book of readings is geared to introduce the classroom teacher to a clinical teaching approach to the emotionally disturbed child in the schools. This approach places the teacher in a role of central importance. Topics included are techniques of psychotherapy and life space interviewing, techniques of behavior modification, and psychoeducational processes.

3. Egg, Maria. Educating the Child Who is Different. New York: The John Day Company, 1968.
   This author believes that both parents and teachers are coeducators of the retarded child. She maintains that retarded children are first of all children, and retarded persons only secondly. The implications of this principle are carried out in the guidelines for teaching manual arts as well as academic skills. A chapter is included on religious education, which the author also considers important.

4. Hammill, Donald D., and Nettie R. Bartel. Educational Perspectives in Learning Disabilities. New York: John Wiley and Sons, Inc., 1971.

Thirty-three articles have been selected by the editors which have an educational orientation toward learning disabilities. The reader is able to become acquainted with some of the current, major educational issues in the learning disability area which are school related. The five parts are headed: Background and Overview to Learning Disorders, Educational Implications of Cerebral Dysfunction, Assessment for Educational Purposes, Organization of School Services for Children with Learning Disabilities, and Emerging Directions in Learning Disabilities.

5. Inhelder, Barbel. The Diagnosis of Reasoning in the Mentally Retarded. Translated from the French by Will Beth Stephens and Others. New York: The John Day Company, 1968.

The author uses Jean Piaget's hypothesis of intellectual operations and adopts them to her work on mental diagnosis and oligophrenia. Barbel Inhelder, having previously studied with Piaget, believes that the operational stages could furnish a model of development against which deficiencies can be seen as arrestations and abnormal fixations. She uses the method and tests originally conceived for the analysis of operational groupings in normal children, and applied them without change to diagnostic research and to prognosis in the field of mental deficiency. Practical directions for administering the examinations are included. In the detailed Afterword in this new edition, the author describes developmental research carried out since the publication of the first edition in 1943.

6. Irwin, John V., and Michael Marge, Eds. Principles of Childhood Language Disabilities. New York: Appleton-Century-Crofts, 1972.

The editors have brought together the most current findings from basic research and education on language disabilities in children. They present criteria for defining the condition and techniques of treatment. Many fields and contemporary theories are represented, including pediatrics, neurology, speech pathology, psycholinguistics, socio-linquistics, psychology and special education. Educators and administrators who recognize their responsibility to the many children with language disabilities will find help in reducing, eliminating, and preventing language disabilities.

7. Jones, Reginald L., Ed. New Directions in Special Education. Boston: Allyn and Bacon, Inc., 1970.

Information about some of the more promising trends and developments in special education has been brought together in this book. Articles on programmed instruction, curriculum innovations, operant techniques, technological innovations, remediating psycholinguistic deficits, diagnostically based curriculum, and many other aspects of special education are included. A section on service to educators including a listing of regional instructional materials centers is helpful to both students and teachers.

8. Lippman, Leopold, and I. Ignacy Goldberg. Right to Education: Anatomy of the Pennsylvania Case and Its Implications for Exceptional Children. New York: Teachers College Press, Columbia University, 1973.

This publication explores the implications of the Pennsylvania decision on the right to education of retarded children. This decision affirmed the right of all children, normal or otherwise, to equal access to educational opportunity. The concept is gradually making vital changes in the attitudes of educators and legislators who are responsible for providing educational services to all the children of the country. Responsibilities of the public education system are outlined including the responsibilities of the teacher training schools which must provide the personnel for special education.

9. Mannoni, Maud. The Backward Child and His Mother. A Psychological Study. New York: Pantheon Books, 1972.

First published in French, the book denounces the segregation of mentally retarded children. Dr. Mannoni has done extensive psychological work with retarded children. Detailed case studies of her work are presented here. Her research studies mental retardation as it appears in the mother's fantasy and attitude. It also contends that teachers and doctors view the retarded as an "object of treatment" rather than an individual. The author denounces these collective attitudes which reject the child himself and cause him to be allienated.

10. Moran, Joan May and Leonard H. Kalakian. Movement Experiences for the Mentally Retarded or Emotionally Disturbed Child. Minneapolis, Minn: Burgess Publishing Company, 1974.
Of the over 7 million (estimated) handicapped school-aged children in the United States, there are many emotionally disturbed children classified as mentally retarded because of their lack of response in a testing situation. This book helps the teacher or the parent minimize the impairment through physical education and recreation movement experiences. There are excellent suggestions for equipment which can be improvised or simply made, as well as precise instructions for the games, dances and exercises which are arranged according to age group. There are many sketches and illustrations and lists of references in each unit.

11. Myers, Patricia I., and Donald D. Hammill. Methods for Learning Disorders. New York: John Wiley and Sons, Inc., 1969.
An instructional program for the exceptional child should be based on his particular needs as a learner according to the authors of this book. They view the brain damaged child as one who learns differently not poorly. The book suggests appropriate instructional techniques and materials for teaching learning disabled children. It also presents a common frame of reference within which individual learning disabilities can be related and it outlines an overview of learning disorders. The book has an index and a glossary of terms is appended.

12. Mysak, Edward D., Ph.D. Neuroevolutional Approach to Cerebral Palsy and Speech. New York: Teachers College Press, 1968.
The major purpose of this book is to bring to the attention of cerebral palsy specialists the contribution that a neuroevolutional approach to therapy can make to the general as well as to the speech habilitation goals of the child with cerebral palsy.

13. Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1968.
Educational rhythmics is a method of reinforcing the rehabilitation and education of the mentally and physically handicapped child through the application of coordinated movement with educational themes, in conjunction with music. With the aid of diagrams and photographs, this book offers a methodical step-by-step description of movements which can help teachers working with the handicapped. The author also points out that these exercises are suitable for normal children from prekindergarten through the primary grades.

HEALTH EDUCATION

The latest research on current health problems and the relationship between health and learning ability are discussed under this listing. Contributions toward the informal understanding of the functions of alcohol in adolescent society, statements of the dangers inherent in smoking and the causes and nature of narcotic abuse and addiction are included.

1. Austin, Barbara Leslie. Sad Nun at Synanon. New York: Holt, Rinehart and Winston, Inc., 1970.
   The high school student as well as the teacher will benefit from this account of drugs and addiction. A nun is assigned to spend a summer at Synanon, a drug rehabilitation center, in order to teach the children of adults living there. She describes here the activities in which she joined along with the social misfits, prostitutes and addicts. A clear picture of Synanon's methods and people are presented.

2. Bacon, Margaret, and Mary Brush Jones. Teen-Age Drinking. New York: Thomas Y. Crowell Company, 1968.
   Based on scientific surveys among teen-age students, this book summarizes the latest research on drinking as it applies to the adolescent and his parents. Discussing why, when, where and how much teen-agers drink, the authors present a wealth of material. Many statistics and concepts outline how teen-age drinking fits into the broader patterns of drinking customs in general and how the home environment affects teen-age drinking. Also discussed are drinking habits throughout history and throughout the world and their significance in understanding and dealing with young people.

3. Eells, Kenneth. Pot: Medical and Psychological Aspects of Marijuana. Pasadena, California: California Institute of Technology, 1968.

The author of this booklet, a psychologist at California Institute of Technology has compiled a collection of articles which deal with the medical and psychological aspects of the use of marijuana. These articles are selected primarily from the scientific and professional literature. Each article is listed and annotated in the table of contents. An annotated bibliography of additional materials on marijuana is included.

4. Great Britain Advisory Committee on Drug Dependence. Cannabis: Report. London: Her Majesty's Stationery Office, 1968.

A valuable contribution towards a more informed understanding of the problem of cannabis, the British Report on Cannabis describes the various forms of the hallucinogen and its effects on the user. The social aspects are viewed and cannabis is compared with other drugs. The committee recommends further amendment of the existing law relating to cannabis and makes a plea for the use of cannabis to be judged more realistically in our codes of law and social behavior.

5. Hyde, Margaret O. Mind Drugs. New York: McGraw-Hill Book Co., Inc., 1968.

An overall view of addiction and its social, legal, medical and psychological aspects is presented in this compilation of articles by four psychiatrists, two psychologists, and a doctor. The book describes in separate articles, the various "mind drugs" including LSD, heroin, marijuana and alcohol. Intended for a general audience, the book reads easily. A good feature is a list of places to get help in New York City. It has a glossary, bibliography and index.

6. Louria, Donald. The Drug Scene. New York: McGraw-Hill Book Co., Inc., 1968.
Dr. Louria gives an account of the use and abuse of marijuana, LSD and opiates in the United States, England and Sweden. He outlines the danger to mind and body that may result from drug use and speaks about treatment stressing the need for firm and fair laws. He argues that there must be a change in the attitude of society in the United States toward drugs. A glossary of terms and a bibliography are included.

7. Navarra, John Gabriel. Drugs and Man. Garden City, New York: Doubleday and Company, Inc., 1973.
Although written on a low reading level, this book is of interest to all age groups. The author has attempted to explain the use and effects of drugs on the human body. Beneficial as well as harmful drugs are discussed and the problems of addiction and available treatment are explained.

8. United States Congress. House. Select Committee on Crime. Marijuana. First Report by the Select Committee on Crime. Washington, D.C.: U.S. Government Printing Office, 1970.
The select committee on Crime held hearings throughout the United States during the period from June to December 1969. At these hearings witnesses on the dangerous drug and narcotic problem were heard in an attempt to determine the effects of marijuana and its relationship to crime and drug dependence. This report includes testimony by experts in the fields of medicine, sociology, education, religion and law. In addition, actual drug users told their story. The report states the need for further study of the marijuana problem and recommends revision of the penal code as it applies to marijuana.

9. University of the State of New York. Critical Health Problems, Proceedings of the New York State Conference. Albany, New York: The State Education Department, 1968.

   The proceedings of the Statewide Conference on Health Education which was held in November 1967 are contained in this publication. The purpose of the conference was to emphasize the seriousness of current health problems such as the hazards of smoking, alcoholism and drug abuse. Its goal was to provide instruction in the schools that will enable children and young people to develop their full potential physically as well as intellectually and to make them aware of the seriousness of the health problems which we face.

10. University of the State of New York. Instruction Regarding Narcotics and Habit Forming Drugs. Albany, New York: State Education Department, Division of Health, Physical Education, and Recreation, 1960.

    A supplement to the Health Teaching Syllabus for the Junior and Senior High Schools of the State, this publication gives teachers and administrators a general background for teaching the effects of habit-forming drugs. It urges that emphasis in the school health education program should be on the establishment of desirable health habits and attitudes that will help pupils to attain the stability they need for physical, mental, and educational development.

INTERGROUP RELATIONS

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Intergroup Relations covers a wide range of interests. Materials can be found on racial attitudes which encompass Civil Rights, Black Nationalism, the origin of prejudice, integration and segregation and the psychological effects of our segregated society on minority groups. Materials for the classroom teacher on minority interests is also included.

1. Altshuler, Alan A. Community Control: The Black Demand for Participation in Large American Cities. New York: Bobbs-Merrill Company, Inc., 1970.
   This survey analyzes the main issues of the widespread demand for increased citizen participation in the decision making of America's large cities. The book also assesses the more promising policy recommendations that have been proposed. The focus of the study is on the effort of the Blacks for greater participation in the decisions that vitally affect their lives.

2. Barbour, Floyd B. The Black Power Revolt. Boston, Massachusetts: Porter Sargent Publisher, 1968.
   This collection of essays was written by people concerned publicly and privately with Black power. Included throughout are many individual statements and views about what it is to be Black and think Black. The book is divided into four main sections which deal with the following: Historical documents, the concept of Black power, Black power in action, and Black power and the author.

3. Barrett, Leonard E. Soul-Force: African Heritage in Afro-American Religion. Garden City, New York: Anchor Press/Doubleday, 1974.
   This latest book in the C. Eric Lincoln Series on Black Religion looks at the "soul-force" of the Black African forefathers through the long period of slavery; the forms in which this "soul-force" expressed itself; and how the African culture has shaped the lives of Black people up to the present. The book deals specifically with several of the religious movements in the New World and also looks at the present Black African religious experiences.

4. Beggs, David W., III, and S. Kern Alexander, Eds. Integration and Education. Chicago, Illinois: Rand McNally and Company, 1969.

   This series of articles is devoted to describing the disadvantages of the "disadvantaged," and to outlining some of the conditions essential in providing adequate educational opportunities for disadvantaged Negroes within a framework of integrated schools. One of the ideas that is discussed and analyzed in detail by a few authors is the neighborhood school concept.

5. Bouma, H. Donald, and James Hoffman. The Dynamics of School Integration: Problems and Approaches in a Northern City. Grand Rapids, Michigan: William B. Eerdmans Publishing Co., 1968.

   Written by a sociologist and an educator, this book examines the ramifications and problems of de facto segregation and evaluates proposals that are being tried in order to alleviate those problems. It focuses on Community X, a middle-sized city in the Midwest and its attempt to integrate its schools. The psychological and sociological complexities involved in integration are pointed out.

6. Bradburn, Norman M. Racial Integration in American Neighborhoods: A Comparative Survey. Chicago, Illinois: National Opinion Research Center. The University of Chicago, 1970.

   Research in this monograph attempts to give insight into the characteristics and problems of integrated neighborhoods. The study deals mainly with higher income Black and white families in middle class neighborhoods, a departure from the usual study.

7. Bullins, Edward, Ed. The New LaFayette Theatre Presents. New York: Anchor Press/Doubleday, 1974.

   This collection of six plays by new Black artists were written mainly to appeal to Black audiences. The Black revolutionary theatre has grown from makeshift stages in metropolitan areas to off Broadway productions, where the writers present ideas, problems and concerns of their Black audience. The editor considers the six plays he has selected, by Richard Wesley, J. E. Gaines, Clay Goss, Oyams, Sonia Sanchey and himself, the best of the plays that are being done in the rising number of Black theatres in America.

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8. Cole, Mary. Summer in the City. New York: P. J. Kennedy and Sons, 1968.
   Summer in the City is the name of a citywide poverty program run by Monsignor Robert J. Fox, a young priest actively involved in the ghetto of New York City. This book is the story of his efforts to quell the spirit of rebellion and rioting by providing centers which attempted to give ghetto dwellers a sense of dignity and importance. It describes the many devices used to unite the neighborhoods and to give individuals a sense of self esteem.

9. Deveaux, Allexis. Spirits in the Street. New York: Anchor Press/Doubleday, 1973.
   The author paints a verbal picture of life on Harlem's 114th Street as seen by someone whose sensitivity makes her share each experience with the residents. Her language profiles and line drawings capture the dreams, sorrows, hopes and tragedies and reveal the inner souls of young Blacks. The author shows a keen insight into the struggle of the poverty-stricken Black fighting restrictive social and economic bonds.

10. Draper, Theodore. The Rediscovery of Black Nationalism. New York: The Viking Press, 1969.
    The origins of Black Nationalism are traced from colonial times to the present. The author describes the conflicts and the variety of different philosophies and movements which have developed since the time of Thomas Jefferson. He includes the rise of Black Power and Black Panther groups as well as an analysis of the current surge of interest in establishing Black Studies Programs on American campuses. The strong relationships between the past history and the present status of Black Nationalism are emphasized.

11. Ellington, Duke. Music is My Mistress. Garden City, New York: Doubleday and Company, Inc., 1973.
    Duke Ellington tells of his event filled life, of his travels, his friends, his fellow musicians, and of the noted personages he has met throughout the world. Excellent photographs highlight the descriptions of his family and his travels in India, Thailand, the Soviet Union, Japan, most European countries and Latin America. The "greats" of the jazz era which Duke Ellington helped to create are brought to life.

12. Evans, Mari. JD. Garden City, New York: Doubleday and Company, Inc., 1973.

A Black child who lives in a housing project is the focus of the four stories included in this book. In one story JD finds a mysterious box in which may be a large sum of money. In another, JD defends a little brother from a bully. JD's worries about going on the "welfare list" because he doesn't have a sum of money needed for school is the theme of a third story, and JD's experiences with a group of men taking drugs completes the set. The later elementary grade level would be the appropriate age for these stories.

13. Fishel, Leslie H., Jr., and Benjamin Quarles. The Black American. Glenview, Illinois: Scott, Foresman and Company, 1970.

This revised edition of the Negro American is a documentary history of Black Americans from the earliest immigrants in 1619 to modern times. The documents selected for inclusion related to both the primary role of the Black's in American history and the importance of the Black's own history. Some selections are not readily available elsewhere. Each is headnoted, in addition, to explain the relevancy of the unit to the segment of the book. The authors have chosen carefully from the vast source of printed material available to present this area of our national experiments.

14. Franklin, John Hope, and Others. Ethnicity in American Life. The Anti-Defamation League of B'nai B'rith, 1971.

This pamphlet consists of three articles originally delivered at a Loyola University (Chicago) conference, commemorating the University's one hundredth anniversary. The speakers, each highly qualified in his field, discuss the immigrant background and culture of all Americans from historical, psychological and urban perspectives. They present a change in attitude from one of conformity to "American" culture to one of praise for ethnic differences as a vital part of American culture.

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15. Frazier, Edward Franklin. On Race Relations. Chicago, Illinois: University of Chicago Press, 1968.
    Twenty selections from the writings of the pioneer sociologist E. Franklin Frazier are collected in this volume. The introduction by G. Franklin Edwards gives a brief biography of Frazier and outlines his intellectual and sociological development. Frazier's life and writings go far beyond his time. He is especially noted for his studies of the urban impact on the economic, social, and family life of the Negro. The book also contains a bibliography of Frazier's work.

16. Goldston, Robert. The Negro Revolution. New York: The Macmillan Company, 1968.
    A comprehensive history that goes back into the beginnings of African slavery, this book is analytical and objective. Searching for historical truth, the author takes a stand by acknowledging the racism and brutality met by Negroes in America. Its thoughtful probing makes it ideally suited to high school students and teachers as well.

17. Gregory, Dick. The Shadow That Scares Me. New York: Doubleday, 1968.
    Comedian Dick Gregory calls the ten essays in his book a series of "prophetic sermons." Preaching freedom, he writes about the Black man in a white society. Through his keen wit and common sense, he passionately brings America's urban problems into focus showing thoughtful concern for his country's future.

18. Haskins, Jim. Jokes from Black Folks. New York: Doubleday and Company, Inc., 1973.
    Black humor, born of pain and frustration, is a desperate laughter among Blacks. This collection of jokes based on Black culture, pokes fun at everybody and everything showing the use of humor by Blacks to help make life a little more tolerable. Vaudeville reviews, Stepin Fetchit, Amos n' Andy and blackface acts all evoked loud laughter which has changed because of sensitivities in race relations in this country. The public is invited to laugh with, rather than at, Blacks.

19. Hughes, Langston, and Arna Bontemps. The Poetry of the Negro 1746-1970. Garden City, New York: Anchor Press/ Doubleday and Company, Inc., 1970.
This book is a very comprehensive anthology of poems dealing with the Negro experience. Included here are 163 poets from colonial times to the present with biographical notes on each. The selections by writers from the Harlem Renaissance including Arna Bontemps and Langston Hughes are quite extensive. A supplementary section consists of white poets writing on Negroes.

20. Jablonsky, Adelaide, Ed.D. School Desegregation. An Annotated Bibliography of Doctoral Dissertations. ERIC/IRCD Doctoral Research Series. New York: ERIC Information Retrieval Center on the Disadvantaged, 1973.
The purpose of this annotated bibliography is to bring together a list of isolated bits of research which have been conducted across the country and to provide a comprehensive collection of abstracts on school desegregation. All abstracts are taken from Dissertation Abstracts International from 1965 to 1969.

21. Katz, William Loren. The Black West: A Documentary and Pictorial History. Revised Edition. Garden City, New York: Anchor Press/Doubleday and Company, Inc., 1973.
The history of our western frontier has been celebrated and glorified by movies, novels and TV yet the many Black explorers, cowboys, soldiers, and settlers have been omitted from recorded history. This scholarly book focuses on the role of the Black man in the history of the Western development of the United States from 1600 to 1900. Dozens of individuals are described and numerous photographs and drawings illustrate this well written account.

22. King, Bert T., and Elliott McGinnies, Eds. Attitudes, Conflict, and Social Change. New York: Academic Press. 1972.
Attitude change to current social problems is explored with an emphasis on applying learning principles to real social situations. The need for changes in attitude and behavior, especially racial attitudes, in order to facilitate the solving of some of the ills of society, underlies the discussion. Fourteen academicians have contributed articles to this edition.

23. Leviatin, Victor. Resource Unit on Race, Prejudice and Discrimination. New York: Arno Press, 1970.
This practical unit has been designed for use in secondary schools to help students change negative attitudes on race and discrimination. The technique used encourages students to face the hard facts and understand the basic problems involved through exposure to a coherent and structured body of information. Bibliographical and audio-visual material listings are included in each section.

24. McKown, Robin. Nkrumah: A Biography. Garden City, New York: Doubleday and Company, Inc., 1973.
Kwame Nkrumah led his country, Ghana, to independence, became its first Prime Minister, its first President, leader of the Pan African Movement, and then an exile after a coup in 1966 that deposed him. He died of cancer in 1972 and is remembered as a great African leader.

25. Nemiroff, Robert. To Be Young, Gifted and Black. Lorraine Hansberry in Her Own Words. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.
This is an unusual combination of biographic material, photographs, direct quotations from interviews, and personal letters, of a dynamic young, gifted Black woman. Lorraine Hansberry's self-portrait and her approaches to life are expressed and conveyed through her words, drawings, experiences and creations. One of her most famous accomplishments was the creation of the play, "A Raisin in the Sun."

26. Price, Richard. Marroon Societies: Rebel Slave Communities in the Americas. Garden City, New York: Anchor Press/ Doubleday, 1973.
For more than four centuries, communities formed by runaway slaves dotted the fringes of North and South America. These new societies ranged from small bands that survived a short period of time to powerful states of thousands of members which survived for generations. Chapters include communities in the Spanish Americas, the French Caribbean, the United States, Brazil, Jamaica, and the Guinas. The societies are examined from a historical and an anthropological point of view.

27. Purcell, Theodore V., and Gerald F. Cavanaugh. Blacks in the Industrial World. Issues for the Manager. New York: The Free Press, 1972.

The problems of truly equal employment opportunity are covered in depth in this study. In order to evaluate the racial problems of the corporation in America, a history of racial employment is presented in Part I. Part II describes actual experiences involving racial conflict and cooperation on the job. Specific issues and possible solutions to some of these problems are found in Part III.

28. Rose, Peter I. The Subject is Race: Traditional Ideologies and the Teaching of Race Relations. New York: Oxford University Press, 1968.

This book attempts to describe the reaching of race relations in the United States today. The first five chapters consist of a historical summary of racial and ethnic concepts and relations along with an outline of attitudes in the United States towards Negroes, Jews, Orientals and Indians. The last chapter presents the data of a comprehensive survey of college courses in race relations. The book is of value also for its selected bibliography.

29. Schiesel, Jane. The Otis Redding Story. New York: Doubleday and Company. 1973.

This biography of the famous singer who died in a plane crash in 1967 gives us a view of the background of an all-around musician. Otis always liked to sing, and showed his talent for arranging music at the age of 8, when he organized a children's choir. He accumulated a large collection of records by which he taught himself more than formal lessons could have - singing, rhythm analysis, chords and melodies. Playing the guitar, piano and drums and singing in his own special rhythmic manner, Redding climbed to popularity and is an inspiration to the youth of all time.

30. Scott, Benjamin. The Coming of the Black Man. Boston, Massachusetts: Beacon Press, 1969.

The Coming of the Black Man envisions a time when Blacks have a substantial political and economic power brought about by a realignment of the economic system. Integration alone is not enough, however. The Black man must follow a pattern of development similar to that of all other ethnic groups in this country. Mr. Scott discusses education at length urging community control of education.

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31. Skinner, Elliott P., Ed. Peoples and Cultures of Africa. An Anthropological Reader. New York: The Doubleday/Natural History Press, 1973.

This collection of readings about Africa reflects the editor's interest in describing the cultures and societies of that continent. Several articles were translated from German and French periodicals in an effort to present a wide geographical distribution of attitudes and reaction to African societies. The book is divided into six comprehensive units: Basic Characteristics of Africa and Its People; Ecology, Economy and Habitation; African Social Institutions; African Political Institutions; African Aesthetics and Recreation; and African Beliefs and Religions.

32. Sowell, Thomas. Black Education, Myths and Tragedies. New York: David McKay Company, Inc., 1972.

The author is a distinguished Black economist and college professor. In the early chapters, he records his experiences as student and teacher in Black and white schools. The problems of coping with racism are described. Such topics as Black colleges and race and intelligence are also discussed. The book concludes with practical suggestions for improving Black education.

33. Sterling, Dorothy. Speak Out in Thunder Tones. Letters and Other Writings by Black Northerners, 1787-1865. New York: Doubleday and Company, 1973.

The author has selected sample writings from letters, diaries, essays and newspaper articles by Black writers, in which the pains and pleasures of being free and Black in a slave society are portrayed. The years from the Revolutionary War to the Civil War, for the Northern Black, did indeed produce intellectual effort and social and political action. Many of these selections have not been published in recent books, and reflect twenty years of research in Black history and life. There are many reprints of interesting pictures, sketches and documents.

34. Sullivan, Neil V. Now is The Time: Integration in the Berkeley Schools. Bloomington, Indiana: Indiana University Press, 1969.

In 1968, Berkeley totally desegregated its schools. This book describes the struggle for desegregation of the Berkeley Schools. It begins by discussing the issue of integration itself and proceeds to describe the actual methods used and problems encountered in Berkeley including bussing and the danger of race riots. The author, superintendent of the Berkeley schools, offers his city as an example to the nation.

35. Taylor, Clyde. Vietnam and Black America: An Anthology of Protest and Resistance. Garden City, New York: Anchor Press / Doubleday, 1973.

The selections included in this book point up Black resistance to the war in Vietnam. A variety of expressions in essays, articles, poems, short stories, speeches, press releases, editorials, and interviews over a period of eight years offers a sample of the Black consciousness concerning the issue of war and peace.

36. Thurow, Lester C. Poverty and Discrimination. Washington, D.C.: The Brookings Institute, 1969.

In this study, the author defines poverty and discrimination as problems of the distribution of income and evaluates the effectiveness of various methods of altering that distribution. After applying econometric techniques to an investigation of the factors involved, he finds that such general measures as creating tight labor markets, accelerating the rate of growth, and promoting labor mobility will not help Blacks to the same extent as whites unless discrimination can be overcome. He examines how discrimination acerbates for Blacks all the other causes of poverty and concludes that specific programs to eliminate it must be devised.

37. Tucker, Sterling. Beyond the Burning: Life and Death in the Ghetto. New York: Association Press, 1968.

The problems of the ghetto and the dilemmas faced by Black leaders, white liberals, the church and the government are examined. The author offers his solution to the recent racial riots and unrest in American cities calling for a complete elimination of the ghettos. During the transitional period in which the ghettos are being eliminated, their management must be placed in the hands of the ghetto residents.

38. Tucker, Sterling. Black Reflections on White Power. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1969.

Sterling Tucker recounts the suffering of Negro American victims of white American racism. His portrait of bigotry ranges from outspoken racism to so-called liberalism. He does not envision the elimination of racism in this country because White America and its institutions have been so corrupted by racism.

39. Tucker, Sterling. Why the Ghetto Must Go. Public Affairs Pamphlet No. 423, New York: Public Affairs Pamphlets, 1968.
This pamphlet, abstracted from Sterling Tucker's Beyond the Burning: Life and Death of the Ghetto, looks at the effects of white supremacy against the backdrop of the Ghetto. Tucker explains the meaning of such terms as Black Power, education, and employment to the Negro. Finally, he points out what can be done to eliminate the Ghetto.

40. Washington, Joseph R., Jr. Black Sects and Cults. Garden City, New York: Doubleday and Company, Inc., 1972.
Another in the C. Eric Lincoln Series on Black Religion, this book provides the setting of Black cults and sects in a historical context. The African roots of the Afro-American religious experiences are explored and the evolution of the Methodists, Baptists, Holiness and Pentecostal Churches explained. The distinctive modes of worship that developed in the services and the reasons for their development are covered. The author is Professor of Religious Studies and Chairman of Afro-American Studies at the University of Virginia and has written several books on Black religion.

41. Weinberg, Meyer. Desegregation Research: An Appraisal. A Project of the Phi Delta Kappa Commission on Education, Human Rights and Responsibilities. Bloomington, Indiana: Phi Delta Kappa, 1968.
In order to test the many hypotheses formed concerning school desegregation, a number of researchers have designed and conducted experimental studies. Such research efforts provide the framework for the formation of justifiable educational attitudes. This report assesses the research done on desegregation to date. It is the first review of the entire field. Studies which shed light on the experience of children in desegregated schools are examined. These include "Desegregation and Academic Achievement" and "Aspiration and Self-Concept." A chapter is devoted to studies of Mexican-American and American Indian children in desegregation situations. The anti-desegregation position is also examined. The concluding chapter summarizes in outline form the effects of school desegregation.

42. Wilmore, Gayraud S. Black Religion and Black Radicalism. Garden City, New York: Anchor Press/Doubleday, 1973.
Another in the C. Eric Lincoln Series on Black Religion, this book offers a history of the religion of the Blacks in the United States from the period of slavery to modern times. It traces the influences which have led Black church leaders into the forefront of the civil rights movement and explains why Black churches have been both reactionary and at the same time the most radical institutions in the Black community.

43. Wright, Nathan, Jr. Let's Work Together. New York: Hawthorne Books, 1968.
Dr. Wright professes a "reformist" rather than a "revolutionary" version of the concepts of Black Power. He lists and discusses three main areas: those problems which must be dealt with by white people, those which must be solved by the Black people and those which involve cooperation and unity. The book emphasizes the point that the Black people in the United States must and ought to be proud of their blackness and that they should unite for Black Power regardless of class differences.

44. Wright, Nathan, Jr. Ready to Riot. New York: Holt, Rinehart and Winston, 1968.
This book is an intensive study of conditions present in Newark prior to the 1967 riots there. It examines such contributory elements as population increases, population distribution by race, employment problems, group status-power problems, white repression, and poor urban planning. Although it does not suggest specific programs, it offers Newark as a prototype for study and reform.

45. Young, Whitney. Beyond Racism. Building an Open Society. New York: McGraw Hill Book Company, Inc., 1969.
This history of racism in the United States is first assessed. Against this background, the author then points out a way for America to move beyond racism for real social equality and justice. The immediate future he feels will be grim for both Blacks and whites unless these steps are taken.

ISSUES AND INNOVATIONS

The state and quality of education today are presented in the form of controversial issues, new and innovative ideas and research approaches to educational problems. Some alternative educational systems are discussed.

1. Barth, Roland S. Open Education and The American School. New York: Agathon Press, Inc., 1972.
   An advocate of open education Barth begins with an overview of the basic educational concepts behind the movement. This theory adapted into practice is then presented in an actual case study of an urban program in which the author was involved. Although all the needed elements seemed to be present, the project failed. As he explains what went wrong, the author probes and analyzes the underlying structure of our schools today. The book also contains an excellent annotated bibliography in the field.

2. Bremer, John, and Michael von Moschzisker. The School Without Walls. Philadelphia's Parkway Program. New York: Holt, Rinehart, and Winston, Inc., 1971.
   This book describes an innovative program begun in Philadelphia in 1970 by John Bremer. Often called the school without walls, this school uses museums, businesses and other institutions and resources of the city to help students relate to the real world. The Parkway model for learning is "communitarian." That is, its work presents to its students a sense of common purpose and goals. Parkway's aim is to help people "live learningly." Bremer wants students to be given a responsible role in the organization of the school and in contributing to their own education. He contends that the social organization of total educational systems must be changed if schools are to be effective.

3. Clark, Kenneth B. A Possible Reality: A Design for the Attainment of High Academic Achievement for Inner-City Students. New York: Emerson Hall Publisher, Inc., 1972.
   The Metropolitan Applied Research Center, Inc., (known as MARC), a nonprofit research organization has helped to bring the dream of high academic achievement in metropolitan public schools a reality. This plan is applicable wherever children's achievement is below norm, and deals directly with the rationale usually given by many educators for school failure. The author presents a practical design for step-by-step implementation of this school program, which emphasizes intensive concentration on reading skills in the elementary grades. The plan involves everyone concerned with education--children, teachers, parents, aides, older children who could tutor younger ones and those who train teachers.

4. Committee for Economic Development. Innovation in Education: New Directions for the American School. A Statement on National Policy by the Research and Policy Committee. New York: Committee for Economic Development, 1968.
   This pamphlet deliberates on efficiency and innovation in education. Its broad range of topics includes teacher's relationships with the new educational technology, intergovernmental cooperation in public schooling, the financing of education, the essential role of the teacher, cost-benefit and cost-effectiveness analysis of instruction and research in education.

5. Committee for Economic Development. The Schools and the Challenge of Innovation. New York: McGraw-Hill Book Company, Inc., 1969.
   The impact of innovation on education and the ways in which the various problems confronting the American schools should be handled are presented in this collection of papers. A divergence of opinion is expressed as the authors deal with such controversial issues as ways in which educational research can be improved, the more effective ways to use human and economic resources available to the schools, the role teachers will play in assimilating instructional innovation, and the implications of designing instructional systems.

6. Cronin, Joseph M. The Control of Urban Schools. Perspective on the Power of Educational Reformers. New York: The Free Press, 1973.

Fourteen of the nation's big city school districts are surveyed indepth as Joseph Cronin traces the history of school boards and big city school systems. He compares the effectiveness of elected and appointed school boards and reviews the community control controversy. In order to gain insight into the failure of big city schools, past reform efforts are traced and future reform efforts are assessed. The book offers perspective as well as insight into urban school reform and the author's conclusions are well substantiated.

7. Dennison, George. The Lives of Children: The Story of The First Street School. New York: Random House, 1969.

The First Street School was a small private school or free school on the lower East Side of New York City. There was no administration and the staff of four teachers as well as the twenty-three students lived in the neighborhood. The students were in equal proportion, Black, white and Puerto Rican. All were poor and many had severe learning and behavior problems. The author describes his experiences teaching these children and he argues philosophically for education based on human nature and the nature of experience.

8. Ehlers, Henry J. Crucial Issues in Education. Fourth Edition. New York: Holt, Rinehart, and Winston, Inc., 1969.

This anthology handles controversial issues in education by presenting opposing views. The emphasis is on newer developments and the contributors are outstanding in their fields. The section entitled, "Race, Poverty and Segregation" presents an overview of current issues in the education of the socially disadvantaged. The reader may refer to works cited for a more indepth coverage of the topic.

9. Fantini, Mario D., and Others. Designing Education for Tomorrow's Cities. New York: Holt, Rinehart, and Winston, Inc., 1970.

The authors claim that the present education system, particularly in urban areas is failing to do an adequate job. A change in the present system is called for. Problems of the present system are discussed and major strategies for reform are outlined. Part of the book is a case study of the development of an educational system for Fort Lincoln New Town (FLINT) located in Washington, D.C. FLINT is a residential development program fostering a vital community life. The operation and organization of the educational system is detailed. Ultimately, the stress of the book is on a relevant educational system and the development of each individual student.

10. Gingell, Lesley P. The ABC's of the Open Classroom. Homewood, Illinois: ETC Publications, 1973.

The author, a British subject, spent a year as an exchange teacher in Iowas. One chapter gives an account of her expreiences teaching in this country. The rest of the book is devoted to the aims and purposes of education, specifically the open classroom as practiced in England. Actual methods in several subject areas are described. Examples of activities and teacher-made work are ample. There are also many examples of work by the children themselves.

11. Glasser, William. Schools Without Failure. New York: Harper and Row Publishers, 1969.

Dr. Glasser suggests that our typical schools are designed for failure. Emphasizing central-city education, the book cites cases and examples based on the author's experience as a psychiatrist and consultant for public schools and correctional institutions. In order to promote success and bring relevance into the classroom, Glasser recommends problem solving, peer group control of behavior and the development of attitudes towards racial understanding.

12. Graubard, Allen. Free the Children: Radical Reform and the Free School Movement. New York: Random House, 1972.
Alternatives to traditional public and private school education have been actively sought by a small group of parents and educators in the past few years. The author, a proponent of the free school concept, presents a description of the free school movement in the United States. Although an active participant in the free school movement, the author offers objective criticism and an analysis of problems of the free school. The operation of several types of free schools is discussed including the Community School in Santa Barbara, California; the New School in Vermont; and the Central School in Cambridge, Massachusetts among others. Curriculum and parent participation are major factors included.

13. Hassett, Joseph, and Arline Weisberg. Open Education: Alternatives Within Our Tradition. Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1972.
The authors' personal experiences in open education and their workshops and assistance to teachers give them a solid foundation on which to base this practical, detailed approach to education. Teachers, parents and supervisors all will benefit from this method of trying to make education a cooperative venture for all children, from the highest achiever to the seriously disadvantaged slow learner. This innovative approach, developed in England, is described in great detail: psychological environment, physical environment which includes natural and man-made environment, social environment, instructional environment; record keeping and evaluation; and how to begin the program. The utility of the book is enhanced by a comprehensive glossary.

14. Hertzberg, Alvin, and Edward F. Stone. Schools Are for Children: An American Approach to the Open Classroom. New York: Schocken Books, 1972.
Two principals of elementary schools in the United States present a detailed description of their observations of the "open classroom" approach to primary education in Great Britain. Practical suggestions are given on how the techniques can be applied to schools in the United States despite the contrast of views on curriculum. The techniques of individualizing learning in science and math are described and activities suggested for the arts, social studies, creative writing and other subjects. The role of the teacher and administrator in the open classroom is clearly defined.

15. LaNoue, George R., and Bruce L. R. Smith. The Politics of School Decentralization. Lexington, Massachusetts: D.C. Heath and Company, 1973.

This book gives a broad perspective of the school decentralization controversies. Their political and theoretical implication are defined. A large portion of the volume is devoted to comparative research citing actual case studies. The cities analyzed are: St. Louis, Los Angeles, Washington, D.C., Detroit, and New York.

16. Mann, John. Learning to Be. The Education of Human Potential. New York: The Free Press, 1972.

The author employs sensitivity and awareness techniques for his school of the future so that the student might learn to understand and develop himself. In order to accomplish this, fifteen human functions such as meditation, role behavior and empathy are discussed and their application to school curriculum described. In this future school, traditional academic subjects will be taught by computer and audio visual methods, thus freeing the teacher for such subjects as meditation, etc. The book concludes with an outline of an imaginary school day and describes school activities in which emotional and perceptual awareness are the basis of education.

17. Martin, John Henry, and Charles H. Harrison. Free to Learn. Unlocking and Ungrading American Education. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972.

The authors believe that American schools cannot be reformed until the graded school system is replaced with year-round ungraded schools where each child can progress at his own rate. They also point out that schools ought not to be viewed as the only means of education. Community centers would serve entire families with such services as guidance, art, and vocational education which would no longer be exclusively limited to the school. These and many other suggestions offer practical and provocative ideas for restructuring our educational institutions.

18. McCloskey, Gordon. Year-Round Community Schools. Arlington, Virginia: American Association of School Administrators, 1973.

Communities are beginning to examine ways to make more effective use of their school buildings. This booklet presents the rationale for year-round community schools, the benefits to the community and the pupils of such a concept, the administrative leadership required, and alternate plans of scheduling. The full use of all school and community resources to provide more adequate education for all age groups in the community is advocated by the author.

19. O'Gorman, Ned. The Storefront: A Community of Children on 129th Street & Madison Avenue. New York: Harper Colophon Books, 1970.

The author tells how he started the Storefront School on 129th Street in New York. He relates how the school grew and what it came to mean to the children and to the community. The author also discusses what he learned about schools and education. His Storefront School Program allows children to relate freely to their surroundings and does not force middle class values upon them. He contrasts this program with Headstart and other projects. The book contains many anecdotes about the children and it demonstrates the success of this particular neighborhood school center in Harlem.

20. Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970.

Crisis in the Classroom is a definitive overview of the state of American education today. The book is intended to stimulate educators to initiate reforms. It shows specific ways to change and presents a variety of models. Anecdotal reports of observed classroom activity illustrate education at its best and worst. The current issues of unrest, poverty and the problems of the urban school are reviewed. In discussing the issue of disadvantaged, the controversies over the Coleman Report on Equality of Educational Opportunity and Arthur Jensen's notorious articles are detailed. Other research on slum schools is also reviewed. Silberman makes positive assertions about modern education calling for the "open classroom," a richly structured environment and teaching geared to the individual. The book concludes with proposals for teacher education.

21. Taylor, Joy. Organizing the Open Classroom. A Teacher's Guide to the Integrated Day. New York: Schocken Books, 1972.

Joy Taylor, a British educator, has written this book as a guide to help teachers make a transition from a traditional classroom to an "open" one. She is realistic and practical in her suggestions. The importance of organization is stressed as the author shows how to arrange the classroom, select and use materials and even how to delegate responsibility to the students. Her activities aim toward individualized learning.

22. Teele, James E. Evaluation School Busing, Case Study of Boston's Operation Exodus. New York: Praeger Publishers, 1973.

This book presents a case study of one school busing program called Operation Exodus which was initiated by poor Black parents who were concerned about their children's education. Several hundred Black children between the ages 5 and 14 were bused from nearly all Black schools in Boston to predominantly white schools in surrounding communities within the city limits. The problems encountered in the attempt to conduct evaluative research in the politically sensitive area of busing are discussed as well as the achievement results of the participants. Case vignettes of parents and students are included in the study.

23. Weber, Lillian. The English Infant School and Informal Education. Englewood Cliffs, New Jersey. Prentice Hall, Inc., 1971.

The author, an American nursery school teacher and director, observed a group of English nursery and infant schools in 1965 and 1966. Her study describes the practice of informal education in the schools she observed and includes a history of the evolution of informal education and the theory underlying the process. The "glow of intellectual stimulation" in the informal schools produced an indelible impression on the author. The conclusion that this new type of education is of great value in the low economic areas of the cities has led the author to establish informal methods in ten public schools in New York City.

24. Winsor, Charlotte. Experimental Schools Revisited: Bulletins of the Bureau of Education Experiments. New York: Agathon Press, Inc., 1973.

The capturing of a moment in educational history is accomplished by the publication of nine bulletins of the Bureau of Educational Experiments which is now the Bank Street College of Education. The documents represent the major publications of the Bureau from 1917 to 1924 with the unifying theme of an experimental approach to education. The editor felt a responsibility to examine the dream, how it was expressed and implemented, and where it has gone.

JUVENILE PROBLEMS

The extent to which students fail to complete the school program and ways of preventing students leaving school are covered in this section. Understanding delinquent behavior and methods of handling the problem are also covered.

1. Grossman, Herbert. Nine Rotten Lousy Kids. New York: Holt, Rinehart and Winston, 1972.
   This is a chronicle of the progress of nine teenagers in an experimental school for boys set up as an alternative to a term in a correctional facility. The author and five other teachers and psychologists devised a curriculum based on the needs of the students themselves. A day-by-day log was dictated by the staff on the activities of the nine boys who were assigned to the school by a court because of delinquent behavior. The staff of the school believed that it was possible to help delinquent boys by an understanding of conditions that caused their difficulty and by supporting their needs.

2. James, Howard. Children in Trouble. New York: David McKay Company, Inc., 1970.
   The inadequacies and failure's of our method of handling juvenile problems are indicted in this book which is based on a series of articles that first appreared in the Christian Science Monitor. The author emphasizes the failure of children's prisons and devotes chapters to parents producing delinquents, peer influence and American values regarding the work of its children. The author looked at institutions and agencies throughout the country and talked to administrators as well as the children themselves. He concludes that our communities are not doing enough for children in trouble. He describes effective community approaches used in several cities and emphasizes prevention.

3. Martin, John M., and Others. Analyzing Delinquent Behavior. A New Approach. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, 1968.

This brief report sets forth the main dimensions of a new diagnostic or assessment methodology for use in the study of juvenile delinquency. The new methodology takes a structural view of causation and seeks to introduce at the individual case level, an interdisciplinary perspective with a heavy social science emphasis. The essential concept of this orientation is that the delinquent behavior of a child or adolescent is best understood in terms of the total motivational-situational-cultural complexes within which it occurs.

MIGRANT EDUCATION

This listing focuses attention on the special problems related to the education of migrant children.

1. Cheney, Arnold B., Ed. The Ripe Harvest: Educating Migrant Children. Coral Gables, Florida: University of Miami Press, 1972.

   Original writings of authors who have worked closely with migrant children are included in this compilation. The volume is divided into three sections: Part I includes social forces that affect migrant children; Part II contains articles on curricular reforms necessary for optimum learning; Part III is devoted to the setting up of national goals for the education and welfare of migrant children and the preservice and inservice training of teachers of migrant children. A bibliography is included.

2. Migrant Education: A Selected Bibliography. ERIC/CRESS, New Mexico State University, Las Cruces, New Mexico, 1974.

   As one of eighteen Educational Resource Information Centers (ERIC), the Clearinghouse on Rural Education and Small Schools (CRESS) has prepared a fully annotated bibliography with indepth descriptions of materials on the latest research findings and developments in education of migrant children. Existing programs are described as well as various aspects of migrant life, many of which affect the learning process. Four supplements to the original bibliography have been published by the same source providing cumulative coverage of migrant education through March 1974. The citations have appeared in the issues of Research in Education and the Current Index to Journals in Education.

3. Sutton, Elizabeth. Knowing and Teaching the Migrant Child. Washington, D.C.: National Education Association of the United States, Department of Rural Education, 1970.

   Intended for teachers, administrators and curriculum workers who work with agricultural migrant children, this book attempts to explain the life style of the migrant child and ways of adapting school procedures to his needs. The conclusions drawn by the author are a result of her close association with a research project on the education of the children of agricultural migratory workers.

NATIVE AMERICANS

Insight into such factors as American Indian history, language and culture can be gained from these readings. Information pertinent to Indian education is included.

1. Bass, Willard P., and Marian J. Tonjes, Southwest Cooperative Educational Laboratory, Albuquerque, New Mexico. Dropout or Graduate? A Synthesis of Three Studies on the Degree of Success of American Indian High School Students in the Southwest. Washington, D.C.: Bureau of Indian Affairs, Department of Interior, 1970.
   Three studies were conducted concerning Indian high school students; a dropout study, a high school graduate follow-up study, and a 4-year longitudinal study of academic achievement. Family characteristics, student characteristics, post high school experiences and opinions of graduates are examined. Recommendations are offered which are aimed at two problem areas: (1) correcting deficiencies on basic communication skills, and (2) improving educational opportunities for Indian students.

2. Denver Public Library. Indian Heritage: A Selected Book List for All Ages. Denver, Colorado: Denver Public Library, 1969.
   This book list, a sampling of resources from the Denver Public Library, pertains to the Indians of North America, especially those West of the Mississippi River. The annotated list is divided into two main parts: "Adult and young adult books, films and records" and "Children's books, films and records." Categories include history and culture, mythology and legends, religion and ceremonials, and arts and crafts.

3. Georgakas, Dan. Red Shadows: The History of Native Americans from 1600 to 1900, from the Desert to the Pacific Coast. Garden City, New York: Zenith Books, Doubleday and Company, Inc., 1973.

   By the time of Columbus, the Native Americans had developed more than two thousand languages and major dialects along with a rich oral tradition of songs, stories, poetry, and rituals. Covered in this book are short descriptions of the Pima, Papago, Hopi, Yuma and Navajos of Arizona, the Diggers and Ute of Utah, the Pueblo, Zuni and Apache of New Mexico, the Chumash, Pomo, Modoc of California and the Northwestern Tribes of Washington, Oregon, Idaho and Montana such as the Shoshoni, Chinook, Nootka and Umatilla.

4. Georgakas, Dan. The Broken Hoop: The History of Native Americans from 1600 to 1890, from the Atlantic Coast to the Plains. Garden City, New York: Zenith Books, Doubleday and Company, Inc., 1973.

   One in a two part series of books on Native Americans, this volume describes the Northeastern tribes including the League of the Iroquois in what is now New York State; the Susquehanna and Delaware further south; and the Huron, Erie, Shawnee, Kickapoo, Chippewa further west. The Southern tribes such as the Seminole, Creek and Choctaw are described as well as the Great Plains Indian tribes such as the seven tribes known as the Sioux, the Crow, Comanche, and others. The outstanding leaders of the tribes are pictured and the religions, customs and beliefs are explained.

5. Hathorn, John R. Annual Report of New York State Interdepartmental Committee on Indian Affairs, 1968-69. Albany, New York: New York State Interdepartmental Committee on Indian Affairs, 1969.

   This document reports on the various services rendered by several state Departments and Divisions to the eight Indian Reservations in the geographical boundaries of New York State. A summary of existing services and future service considerations is presented for the New York State Departments of Commerce, Conservation, Education, Health, Mental Hygiene, Transportation, Social Services, and the Division of the State Police. Tables are included to show the participation, past and present, of reservation residents in the services offered. Also listed is a summary of the bills related to Indian Affairs signed into law in 1969 and the names and addresses of Indian interest organizations in the United States.

6. Johnson, Broderick H. Navaho Education at Rough Rock. Rough Rock, Arizona: Rough Rock Demonstration School D.I.N.E., Inc., 1968.

   The Rough Rock Demonstration School supported by funds granted by the Office of Economic Opportunity began in 1966. Its story is recorded in this book. The most significant aspect of the school is its all-Navaho school board and the involvement of Indian parents. The school has shown that community development and local control in Indian education are highly workable. A number of photographs illustrate the text.

7. Josephy, Alvin M., Jr. The Indian Heritage in America. New York: Alfred A. Knopf, Inc., 1968.

   A valuable fact filled reference work on American Indians, this sympathetic and authoritative book presents the history and ethnology of all the major Indian cultures. It begins with the first indication of man's occupancy of the region which is now America. Social patterns and concepts which gave rise to the stereotyped Indian are explained. The author examines the impact on the Indian of the early explorers and the destruction of the tribes. He also analyzes the Indian situations today.

8. Michelson, Norma I., and Charles G. Golloway. Cumulative Language Deficit Among Indian Children. Ottawa, Canada: Canadian Council for Research in Education, 1969.

   This language study carried out by the University of Victoria and the Department of Indian Affairs was based on Martin Deutsch's "cumulative deficit hypothesis," which puts forth the idea that "the lack of appropriate language stimulation in early home and school life makes success in school activities progressively more difficult with age." A 4-week pre-school enrichment program was run for Indian children living in the southern region of Vancouver Island. The data supported the Deutsch hypothesis but also suggested that this phenomenon can be corrected through active involvement of the children in specific and well-planned language experiences.

9. Northeastern State College, Tahlequah, Oklahoma. Tips for Teachers of the Disadvantaged. Washington, D.C.: Office of Education (DHEW), 1969.

A variety of teaching materials developed at an Institute for Training Teachers of Disadvantaged Youth in Rural (predominately Indian) Schools is provided in this handbook. Ideas for bulletin boards and lesson plans in many subject areas for kindergarten through junior high school are included.

10. Pfeiffer, Anita. The Role of TESOL in Bilingual Education for the Navajo Child. Chinle, Arizona: Arizona Bilingual Council, 1969.

Results of a study which focused on a Kwakiutl Indian showed that an individual could make one of five choices in dealing with another culture. He could (1) completely reject the new culture; (2) completely reject the old culture; (3) reject both cultures and start a new one, e.g., the Peyote religious sect; (4) remain suspended between two cultural systems, escaping through excessive drinking, with a high degree of anxiety; or (5) participate in two or more cultural systems, moving back and forth between them. The Rough Rock Demonstration School was set up on a Navajo reservation in Arizona with the intention of providing Navajo youngsters with the opportunities to make their own choices as to how to relate to the new culture. It is a bilingual-bicultural school which teaches the Navajo language and culture as well as the English language. The author, who herself feels comfortable in both cultures, describes the program at Rough Rock.

11. Sando, Joe S., Chairman, Education Committee, All Indian Pueblo Council, New Mexico. Teach Indian Students to Succeed. Paper presented at Workshop for Counselors of Indian Students in Johnson-O'Malley Schools in New Mexico. Las Cruces, New Mexico: New Mexico State University, 1969.

The Pueblo Indian Education Talent Search Project identifies problems related to Indian success in colleges. These problems are (1) poor communication; (2) improper study habits in the first years; (3) lack of orientation to college life, and (4) the minority complex of the invisible minority ethnic group. It is suggested that a community college, because of its smaller size and because of its heavy emphasis on counseling and guidance, is more desirable for the Indian student than a large university.

12. Seneca Nation Educational Foundation. To Our Indian Youth. Generation With A Future. Washington, D.C.: Office of Education, (DHEW), 1968.

This booklet has been compiled for the use of Indian youth who are soon to be graduated from high school. Information is presented on occupational and educational opportunities, such as lists of schools and scholarships of specific interest to Indian youth. Programs for work preparation and curricula offered by New York State colleges are also included.

13. South Central Regional Education Laboratory Corporation, Little Rock, Arkansas. Bilingual Family School Project (Adair County, Oklahoma). Washington, D.C.: Department of Health, Education and Welfare, Office of Education, Bureau of Research, 1969.

A survey of educational needs assigned high priority to provision of bilingual preschool experiences for Cherokee Indian children and to home-school-community involvement of their parents. The program, which covered many subject areas, consisted of 4½ hours of the school day, and emphasized language development and individual exploration of educational materials. Parent activities included daily exposure to the children's programs, studying the Cherokee language, developing teaching aids, and learning handicrafts.

14. United States Congress, Senate Committee on Labor and Public Welfare. Special Subcommittee on Indian Education. Indian Education Hearings, Ninetieth Congress First and Second Sessions, on the Study of the Education of Indian Children. Washington, D.C.: U.S. Government Printing Office, 1969.

The hearings before the Special Subcommittee on Indian Education are a wealth of information for the teacher as well as the sociologist. These official records contain in addition to the statements made by experts in the field, articles, papers and publications pertinent to Indian education. Among the topics discussed is the need to preserve the Indian Culture. An attempt is made to discover why Indian pupils fail in school and recommendations are made to correct these problems. The volume would be of value solely for its section exposing blatant textbook, almanac and encyclopedia errors which downgrade Indian culture and breed misconceptions about the earliest Americans.

15. United Stated Department of the Interior, Bureau of Indian Affairs, Division of Education. Statistics Concerning Indian Education, Fiscal Year 1968. Lawrence, Kansas: Publications Service, Haskell Institute, 1969.

Statistics concerning Indian education for the fiscal year 1968 are provided by the Bureau of Indian Affairs (BIA). Included in the statistical breakdown are (1) school census; (2) number of schools operated; (3) enrollment by grade, and completions and graduates by area; (4) enrollment by degree of Indian blood and tribe; (5) school construction summary; (6) activities under the Elementary and Secondary Education Act, and (7) summer program participants.

16. University of the State of New York. Indian Education in New York State. Albany, New York: State Education Department, 1969.

The development of Indian education in New York State is traced from 1846, when the State first assumed responsibility for Indian education, through the 1968-69 school year. Key legislation is cited, and the various administrative personnel are named as each major advance is considered. Statistical tables on enrollment, state expenditures for Indian education, and student aid to Indian youth are included. The report concludes with recommendations regarding the administrative centralization of Indian education at the state level.

17. Vogel, Virgil. This Country Was Ours: A Documentary History of the American Indian. New York: Harper and Row. 1972.

This comprehensive study of the American Indian is divided into periods of history and describes the role of the Native American during each period. Selected documents of the period are included such as articles, speeches, treaties, and government acts. Short biographies of famous Americans of Indian descent, selected audio-visual aids, listing of museums, and an extensive bibliography make this book a valuable tool for the student and teacher of American history.

NONSTANDARD ENGLISH

The problem of dealing with the nonstandard dialects of disadvantaged children are covered in this section. Sociological and linguistic as well as educational aspects of the problem are included.

1. Baratz, Stephen S., and Joan C. Baratz. "Early Childhood Intervention: The Social Science Base of Instructional Racism." Harvard Educational Review, Vol. XL, No. 1, Winter 1970.

   The basic concepts and assumptions of intervention programs are examined in this article. The authors believe that the speech and behavior patterns of lower class Negroes should be viewed as part of a culture. While under the intervention programs, these same speech and behavior patterns are considered pathological. This view, say the authors, dooms the programs to failure. Unless the programs recognize and use the existing cultural patterns among the children, they are guilty of "institutional racism."

2. Bentley, Robert H., and Samuel D. Crawford. Black Language Reader. Glenview, Illinois: Scott, Foreman and Company, 1973.

   An outgrowth of a course called "Dialectology and Developmental Reading for Disadvantaged Youth," this collection of linguistic readings shows that "culturally different" does not mean "culturally deprived." Teachers of reading and writing skills must understand not only the language problems of their pupils, but also their cultural background. Many useful classroom practices can be obtained from this collection of articles for those interested in dialects. The book is divided into sections of defining a dialect, the history of dialects, Black language today, and the future of language and education. Included is a presentation of the reactions of five ghetto teachers about implementing the subject matter of the book into their day-to-day teaching. There are extensive footnotes.

3. Burling, Robbins. English in Black and White. New York: Holt, Rinehart and Winston, Inc., 1973.
   Teachers of children who speak nonstandard varieties of English should find this book particularly useful. A thorough description of nonstandard English dialects is given as well as suggestions as to how schools might deal with language problems of children who use some form of dialect. The goal of respect for varied linguistic heritages is stressed.

4. Cazden, Courtney B., and Others. Functions of Language in the Classroom. New York: Teachers College Press, Columbia University, 1972.
   The editors of this collection of papers on language believe that language should be studied in its social context in terms of its organization to service social ends. This emerging trend of thought is called "sociolinguistics." Several of the papers point to ways in which the cause of failure in communication and communication growth can be understood. The fourteen papers are divided into three main groups: Perspectives from Nonverbal Communication, Varieties of Language and Verbal Repertoire, and Varieties of Communicative Strategies.

5. Fasold, Ralph W., and Robert W. Shuy, Eds. Teaching Standard English in the Inner City. Washington, D.C.: Center for Applied Linguistics, 1970.
   This collection of articles is concerned with ways to deal with nonstandard dialects of disadvantaged children, especially Negro children. Linguistic, sociological and educational aspects of the problem are covered. All these authors reject the idea that standard English is intrinsically better than nonstandard dialects and likewise reject the teaching strategy of eradicating nonstandard dialects. They put forth as an alternative a position called "biloquialism" which is based on the concept that the language of lower class Negro children is a highly structured and developed system. The authors contend, therefore, that disadvantaged children can learn to make linquistic adjustments (in phenology, grammar, and lexicon) to specific social situations, and with the teachers' help make the switch comfortably between "school talk" and "playground talk."

6. Illiteracy in America. Harvard Educational Review. A Special Issue, Vol. XL, No. 2. Cambridge, Massachusetts: May 1970.
   Many phases of illiteracy in the United States are covered from McLuhan-type comments on media vs. print to a discussion of the phonological system of the English language. Teachers will benefit from the many up-to-date comments such as the article devoted to literacy in the ghetto which examines the implications of dialect differences for learning to read. Another article gives an overview of the entire subject of illiteracy in America.

7. Shuy, Roger W., and Others. Field Techniques in an Urban Language Study. Washington, D.C.: Center for Applied Linguistics, 1968.
   This study of the specialized linguistic features of the various English speaking subcultures of Detroit involved gathering and analyzing linguistic data and correlating it with sociological information. Much attention is given to methodology.

8. Williams, Frederick. Language and Poverty. Chicago, Illinois: Markham Publishing Company, 1970.
   All aspects of language, language use and language problems are brought together in this volume of original essays by twenty authorities in the field. It is an excellent overview of the relationships of language to poverty in the United States. The educational implications of the problems raised by social class and ethnic differences in language are clearly dealt with.

9. Yonemura, Margaret. Developing Language Programs for Young Disadvantaged Children. New York: Teachers College Press, 1969.
   The focus of this book is how to help young children overcome difficulties in speaking standard English. The author deals with several school dilemmas such as the problem of the "school way of talking" and "home talk"; and how to use the insights of the paraprofessional, who represents the culture of a less well educated community, without letting her damage the program for teaching standard English. Exercises to demonstrate the suggested methods are included.

OCCUPATIONAL EDUCATION

Curriculum emphasis in occupational education is built around social and vocational competence. The issue of effectively tying schooling with jobs is probed.

1. Committee for Economic Development. Training and Jobs for the Urban Poor - A Statement on National Policy. New York: Committee for Economic Development, 1970.
   Ways of abating poverty that arises from chronic unemployment and underemployment are explored in this policy statement. Current manpower training and employment programs are considered, especially the way in which they affect the urban poor. Also included are a number of recommendations for strengthening and improving those training and employment programs.

2. Edington, Everett D., and Philip Hocker. Development of Vocational Education Programs for American Indians, Conference Proceedings. (University of New Mexico, Albuquerque). Washington, D.C.: Office of Education (DHEW), 1969.
   The major purpose of this institute was to encourage the development of more vocational education programs for the American Indians. Persons who attended included educators from federal, state and local levels both from public schools and the Bureau of Indian Affairs, business and industry representatives, and Indian leaders. The program was divided into four major areas: (1) the occupational training needs of the American Indians; (2) the resources available for providing vocational education for the American Indians; (3) existing programs developed to provide vocational education; and (4) development of plans to more adequately meet the vocational education needs of the American Indians.

3. Foley, Eugene. The Achieving Ghetto. Washington, D.C.: The National Press, Inc., 1968

This small paperbound volume presents to the reader ideas on jobs for Negroes. It offers as a solution to Negro unemployment the economic development of the Negro ghetto in our urban areas. The author outlines briefly the causes and growth of the Negro ghetto pointing out that while the ghettos are growing, industries are moving out of our cities resulting in the unemployment of Negroes. Existing poverty and employment programs are discussed briefly as well as urban development programs. The author outlines his solutions in what he calls "A Marshall Plan for the Ghetto."

4. Levitan, Sar A., and Garth L. Mangum. Federal Training and Work Programs in the Sixties. Ann Arbor, Michigan: Institute of Labor and Industrial Relations, 1969.

Originally a series of papers on federal manpower training, this book attempts to provide a "broad base of factual and analytical knowledge" from which accomplishments and needs in the field may be judged. The authors trace the development of vocational rehabilitation, describe the seven major federal programs, review problems, and offer suggestions for improvement.

5. McMurrin, Sterling M. Functional Education for Disadvantaged Youth. Supplementary Paper Number 32. New York: Committee for Economic Development, 1971.

The papers composing this volume probe the issue of effectively tying schooling with jobs in order to insure employment for disadvantaged urban youth. Specific recommendations and programs for vocational education are offered.

6. Riessman, Frank, and Hermine I. Popper. Up From Poverty: New Career Ladders for Nonprofessionals. New York: Harper and Row Publishers, 1968.

Jobs for the disadvantaged which contain the possibility of growth and advancement are a key solution to many of our social problems of today. Under the New Careers strategy, many jobs done for professionals can be broken down and reallocated to the neighborhood non-professional. This text examines the present thinking about New Careers giving the viewpoint from within and from outside of the field. The view from within examines several services which hire nonprofessionals. Of interest to educators are the three chapters devoted to nonprofessionals in the school.

7. United States Advisory Council on Vocational Education. Vocational Education, The Bridge Between Man and His Work. General Report of the Advisory Council on Vocational Education. Washington, D.C.: United States Department of Health, Education and Welfare, Office of Education, 1968.

The report of the Advisory Council on Vocational Education focuses on the period since 1964 when the impact of the Vocational Education Act of 1963 first became evident. The report briefly reviews the growth and development of vocational education. Achievements and limitations of vocational education are cited. Finally, upon the basis of its study a number of legislative recommendations are cited.

8. United States Department of Labor/Manpower Administration. Breakthrough for Disadvantaged Youth. Washington, D.C.: U.S. Government Printing Office, 1969.

Under the Manpower Development and Training Act of 1962, a number of experimental and demonstration (E & D) projects were authorized to test ways of helping disadvantaged youth find employment. This is an analytical report surveying the impact made on community agencies by the (E & D) youth projects.

PARENT AND COMMUNITY INVOLVEMENT

Involving parents in the education of their children has been found to raise student achievement levels in disadvantaged areas. Interaction among schools and community resources and community organizations shows positive results in students and adults.

1. Berube, Maurice R., and Marilyn Gittel. Confrontation at Ocean Hill-Brownsville. New York: Frederick A. Praeger, Publishers, 1968.
   The New York City School crisis of 1968 was a significant era in American educational history. The many conflicting viewpoints of participants of the nine-week teachers strike are contained in this book. It is a basic collection of documents covering a broad spectrum of opinion. It gives an overview of the factors and issues, especially the fundamental issue of community control of education.

2. Bureau of Indian Affairs, Navajo Indian Reservation. Workshop Report on Parent-Community Involvement. Washington, D.C.: Office of Education (DHEW), 1969.
   An inservice workshop on parent-community involvement in the schools was held for principals, educational specialists and agency superintendents on the Navajo Indian Reservation. Members of the workshop reported on an experimental parent-community involvement program developed in their respective schools and areas. The first section of this report is each member's unedited report and the second section lists suggestions for school personnel and school board members for involving parents and the community in the schools.

3. Decker, Larry E. Foundations of Community Education. Midland, Michigan: Pendell Publishing Company, 1972.
   An attempt is made in this brief monograph to explain community education to the reader. The history of community education and the development of its theory is outlined. Two actual programs are described.

4. Etzkowitz, Henry, and Gerald M. Schaflaner. Ghetto Crisis: Riots or Reconciliation? Boston, Massachusetts: Little, Brown and Company, 1969.

The Bedford-Stuyvesant section of Brooklyn was the site for a pilot community co-op center established in 1967. Its purpose was to provide a minimal cost day-care center in order to free welfare mothers to work. The authors of this book are the sociologists who set up the project. The book describes conditions in the ghetto and the aspirations and capabilities of its residents. The interest shown by ghetto residents in improving their condition is obvious. This book has much to say and gives a great deal of insight into ghetto conditions.

5. Fein, Leonard J. The Ecology of the Public Schools. An Inquiry into Community Control. New York: Pegasus, 1971.

An overview of the debate over community control of schools is presented in this timely volume. The issues are examined in terms of social, political and educational theory. This book is recommended as an authoritive source of information on this particular approach to education reform.

6. Hickey, Howard W., and Curtis van Voorhees, Eds. The Role of the School in Community Education. Midland, Michigan: Pendell Company, 1969.

The community school movement, especially in the Michigan schools, has been evolving toward some possible solution to our educatior problems today. This comprehensive volume contains articles by a number of experts on various aspects of community education. The history of community schools is presented along with articles on administration, staffing, financing, physical facilities, and day-to-day operations. A final chapter discusses the research and evaluation of community education.

7. Irwin, Martha, and Wilma Russell. The Community is the Classroom. Midland, Michigan: Pendell Publishing Company, 1971.

Citing many actual cases, the authors advocate an open classroom that is community centered. They detail examples of how the community-centered classroom is the answer. One chapter devotes itself to a clear outline of a community-centered curriculum. Ways of planning and implementing that curriculum are explained.

8. Kerensky, Vasil M., and Ernest O. Melby. Education II - The Social Imperative. Midland, Michigan: Pendell Publishing Company, 1971.

   This book investigates those areas in which education today is inadequate, especially among the disadvantaged. The authors conclude that education is failing because we are operating under old educational concepts even though we are living in a new society. They suggest that a new educational approach is needed. Community education is seen as that approach because it will focus on the importance of humanity rather than the detached objectivity of the present system.

9. LeTarte, Clyde E., and Jack D. Minzey. Community Education: from Program to Process. Midland, Michigan: Pendell Publishing Company, 1972.

   The administrator or educator wishing to implement a community-school program will find this a useful tool. The details of the schools' activities and involvement in the community process are fully described. The book is divided into six sections. Each section is devoted to a practical aspect of community education such as economic considerations, staffing, and program development.

10. Levine, Henry M. Community Control of Schools. Washington, D.C.: The Brookline Institution, 1970.

    Many Black Americans have reacted to the frustration caused by the failure of big city schools to provide equal educational opportunity for their children by challenging the ability of the city school boards. They seek to decentralize control of city schools by obtaining the power to elect local governing boards. This book attempts to clarify the complex educational and social issues which have been raised over such community control. It is a collection of ten papers prepared for a Conference on the Community School in December 1968 sponsored by the Brookings Institute. The objective, politics and mechanics of community control of big city schools is discussed.

11. Maynard, Fredelle, Ph.D. Guiding Your Child to a More Creative Life. Garden City, New York: Doubleday and Company, Inc., 1973.

This book is written for the parent. It demonstrates how a child can "develop inner resources and a sense of self." Focusing on ages 1-10, the book provides general guidelines and specific suggestions on cultivating creativity in the child. Advice on how to evaluate a children's book, which toys are more stimulating, how to make paste or how to inspire the young musician are a few of the many suggestions given.

12. National School Public Relations Association. Citizens Advisory Committees: Public Participation Increases, Guides Change in American Education. Arlington, Virginia: National School Public Relations Association, 1973.

A thorough look at citizens advisory committees which have been appointed by the majority of school districts is taken in this booklet. The various roles of both districtwide committees and single school committees are explored and examples cited of the experiences of specific communities. Sample bylaws for school advisory committees are included. School administrative personnel, PTA's and other parent groups should find this booklet helpful.

13. Rubinstein, Annette T. Schools Against Children, The Case for Community Control. New York: Monthly Review Press, 1970.

This collection of essays examines the New York City Board of Education. These experts conclude that the Board has failed to integrate New York City's Schools and that the City's Negro and Puerto Rican children are being taught in schools which are poorly equipped and overcrowded. Their teachers are prejudice and untrained. The essays demonstrate that community control would remedy the situation but the Board fears loss of control over the schools if community control were implemented.

14. Totten, W. Fred. The Power of Community Education. Midland, Michigan: Pendell Publishing Company, 1970.

After a brief outline of the theory of community education, the author devotes his book to its practical application. He describes its effect on the individual as well as the general public, citing the achievements attained in programs in Flint, Michigan. The impact of community education on the solution of social problems, prevention and control of crime and delinquency and other important aspects are brought to light.

15. Whitt, Robert L. A Handbook for the Community School Director. Midland, Michigan: Pendell Publishing Company, 1971.

This slim volume offers in broad general terms advice to the administrator of the Community School. Ways of coordinating the Community School Program and methods of gaining support for those programs are summarized. One chapter is devoted to the deprived child. Fiscal responsibility is not overlooked.

PROGRAM DEVELOPMENT

In this section, government-sponsored projects specifically designed to understand and aid the disadvantaged are evaluated and analyzed. Progress reports and research on learning ability are included in the various project studies.

1. Chertow, Doris S. Project Head Start, The Urban and Rural Challenge. Final Report. Washington, D.C.: Office of Economic Opportunity, 1968.

   An analysis of two rural and two urban Head Start centers in New York State during the school year 1966-67 attempted to find out if rural-urban variables affect the administration of Head Start programs. The four programs were compared in terms of (1) community socio-economic characteristics, (2) administrative organization, (3) pupil recruitment, (4) staff, (5) parent involvement, and (6) follow-through. Differences were found between the urban and rural centers. The advantages and disadvantages of Head Start centers being attached to a public school system are also discussed in this report.

2. Cicirelli, Victor G. The Impact of Head Start; An Evaluation of the Effects of Head Start on Children's Cognitive and Affective Development. Washington D.C.: Office of Economic Opportunity, 1969.

   The report of a study undertaken by Westinghouse Learning Corporation and Ohio University under contract with the Office of Economic Opportunity is a national evaluation of Head Start carried out from June 1968 to May 1969. It attempted to learn the program's psychological and intellectual impact on children. The findings were generally unfavorable as to the effectiveness of Head Start Programs. The study made no attempt to discover the nutritional and sociological effects of the program and has been criticized on this account.

3. Cicirelli, Victor G., John W. Evans, Jeffrey S. Schiller. "The Impact of Head Start: A Reply to the Report Analysis." Harvard Educational Review. Vol. XL, No. 1, Winter 1970.

   This is a reply to Smith and Bissel (see no. 16) who criticized the Report of the Westinghouse-Ohio National Evaluation of Head Start and re-analyzed its data. The authors dispute their re-analysis and contend that its findings are similar to those of the original report.

4. DiLorenzo, Louis T. Prekindergarten Programs for Educationally Disadvantaged Children. Albany, New York: The State Education Department, Office of Research and Evaluation, 1969.

The results of a study on the effects of year-long prekindergarten programs for disadvantaged children are reported here. The study covered the period from July 1968 to July 1969 and involved eight school districts in New York State. The report presents the data gathered and offers suggestions for further research.

5. Hellmuth, Jerome, Ed. Disadvantaged Child. Volume III, Compensatory Education, A National Debate. New York: Brunner/Mozel, Inc., 1970.

This book brings together a set of papers written by pioneers in the comparatively new emphasis on education for the disadvantaged child. The papers are divided into three sections: History and Issues, Testing and Evaluation, and Programs and Practices, Defining Success. An article on the debate on the Jensen Study of race differences is included as well as an evaluation of the Head Start preschool program.

6. Holzman, Seymour, and Shirley Boes. Compensatory Education: What Works to Help Disadvantaged Pupils. Arlington, Virginia: National School Public Relations Association, 1973.

This special report presents an overview of federal compensatory education programs for disadvantaged children. Title I of the Elementary and Secondary Education Act is given major consideration. Eight other approaches to compensatory education are described including Head Start, Follow Through, Post Secondary, Titles III and VII, ESEA, Migrants, Indian, and Right To Read programs. Eight common characteristics of successful programs are listed and exemplary programs under Title I, ESEA are described.

7. Hughes, John F., and Anne O. Hughes. Equal Education. A New National Strategy. Bloomington, Illinois: Indiana University Press, 1973.

   Actively concerned with the field of education for many years, the authors propose an innovation: funding a federal education program that will insure equal access to a quality education--in effect, a national bill of rights for education. They analyze the Title I, ESEA of 1965, reviewing background for the Act, and recommend remedies for the failures of educational bureaucracy at the national, state and local levels. The suggestions, facing political realities, are recommended as the bases for major changes in achieving equal education for all Americans.

8. Levitan, Sar A., and Garth L. Mangum. Programs in Aid of the Poor for the 1970's. Baltimore, Maryland: John Hopkins Press, 1969.

   The purpose of this study is to review and appraise existing programs in aid of the poor and to discuss solutions to the problems of poverty. Characteristics of the poor are listed along with statistics relating to poverty. The major antipoverty programs now in effect are summarized with the focus on the federal welfare system. New approaches to the alleviation of poverty are explored.

9. Maccoby, Eleanor E., and Miriam Zellner. Experiments in Primary Education Aspects of Project Follow-Through. New York: Harcourt Brace Jovanovich, Inc., 1970.

   Project Follow-Through is a set of federally funded programs for elementary school children from impoverished environments. This book examines some of the experimental programs in Project Follow-Through. It looks at the various educational philosophies and teaching methods used and it shows the relationships of new programs to the existing school system and to the local community.

10. McDill, Edward L. Strategies for Success in Compensatory Education: An Appraisal of Evaluation Research. Baltimore, Maryland: The John Hopkins Press, 1969.

    It has been a recent contention that programs of compensatory education have failed to have any effect on learning. This study attempts to evaluate the available evidence on compensatory education programs. It examines the methods used in evaluating research and concludes that present evidence regarding the effectiveness of compensatory education is ambiguous.

11. Office of Economic Opportunity. Project Head Start Parent Involvement: A Workbook of Training Tips for Head Start Staff. Washington, D.C., 1969.

The materials in this workbook are based on Head Start legislation, national guidelines and the experiences of many different Head Start programs. Chapters concentrate on suggestions for involving parents in self, family and community development, and in particular, in Head Start programs. There is also a helpful section listing various kinds of avilable resources.

12. Office of Economic Opportunity, Project Head Start. Review of Research 1965 to 1969. Washington, D.C.: 1969.

This review of research and demonstration projects includes only those projects supported by the Research and Evaluation Office, which was set up by the Office of Economic Opportunity as an integral part of Project Head Start. The categories of research are the following: (1) subpopulation characteristics (with subcategories in language, cognitive and achievement behavior, and social-emotional behavior), (2) demonstration programs, (3) teacher characteristics, (4) parent participation, (5) Head Start and the community, and (6) follow-up. A bibliography is included.

13. Passow, A. Harry, Ed. Developing Programs for the Educationally Disadvantaged. New York: Teachers College Press, 1968.

The editor has compiled articles written by well-known contributors to current research on the culturally disadvantaged. One main section deals with describing compensatory programs from different vantage points. Another presents papers that relate research to necessary changes in practice. Other topics discussed are vocational and technical education, and segregation and racial imbalance, especially in de facto segregated schools of the large urban school system.

14. Passow, A. Harry. Opening Opportunities for Disadvantaged Learners. New York: Teachers College Press, 1972.

The articles in this collection discuss expanded opportunities for disadvantaged learners. Existing programs are analyzed, research and development are reviewed, alternate educational systems are presented and the future of urban education is examined. The book indicated that urban education in the 1970's will include comprehensive educational planning involving the entire community.

15. Passow, A. Harry. Reaching the Disadvantaged. New York: Teachers College Press, 1970.

A variety of programs and proposals which outline ways and means of reaching disadvantaged youth and which will enlarge their educational opportunities are dealt with in these articles. There is a critique of compensatory education programs and practices, a study of the child rearing practices and family patterns of poor nonwhite parents, a survey of preschool programs, and an evaluation of instructional materials now being published. Implementation of the community school concept is described and the employment problems of minority group youth are examined. These and other articles offer implications for policy and practice and indicate what it will take to build better programs in the future.

16. Smith, Marshall S., and Joan S. Bissell. "Report Analysis: The Impact of Head Start." Harvard Educational Review. Vol. XL, No. 1, Winter 1970.

The controversial report of the Westinghouse-Ohio National Evaluation of Head Start is analyzed in this article. The findings of the report deny the effectiveness of Head Start programs and have been interpreted by Smith and Bissell as supporting Arthur Jensen's argument that the learning ability of lower class Black children is genetically handicapped. The authors question the procedures used in the study and present the results of a reanalysis. The article also includes a brief history of Head Start.

17. Stanley, Julian C. Compensatory Education for Children Ages Two to Eight: Recent Studies of Educational Intervention. Baltimore, Maryland: Johns Hopkins University Press, 1973.

Five basic papers involving studies of children from age two through school grade three in the learning of basic skills are included in this volume. One report deals with the televised Sesame Street program; another is a study of educational intervention of two-year-old first-born children from impoverished Black families; a third discusses the various Head Start and Follow-Through models; another describes an experiment comparing five methods of compensatory education with children from pre-K through third grade. The last report is an introduction to the Head Start Longitudinal Study being conducted by the Education Testing Service.

18. Stanley, Julian C. Preschool Programs for the Disadvantaged: Five Experimental Approaches to Early Childhood Education. Baltimore, Maryland: The Johns Hopkins University Press, 1972.

Five pioneers in the development and evaluation of approaches to educating disadvantaged preschool children presented papers at the first annual Hyman Blumberg Symposium on Research in Early Childhood Education at Johns Hopkins University in 1971. Each paper was then discussed by specialists in the field. This volume includes the five papers and three discussions. A common theme runs through the papers: improving the educational readiness of preschoolers from environments that fail to provide the stimulation that most middle income children receive. Special curricula, classroom management, behavioral-conditioning techniques and personality factors are covered.

SOCIOECONOMIC FACTORS

Readings in this category are designed to give the middle class teacher of disadvantaged children an idea of the culture and life-style of the poor and deprived in America. An understanding of the conditions which make up the children's environment is a step toward solving the increasing problems in educating the disadvantaged.

1. Adams, Don. Schooling and Social Change in Modern America. New York: David McKay Company, Inc., 1972.
   This book deals with the interaction between education and its social and economic environment. It points out that as rapid social change continues educational problems appear. Since social change is continuous, educational reform ought to be a continuing concern. Generalized concepts on schooling and society are presented in such areas as education and occupation, control and planning in education and designing educational change.

2. Allen, Vernon L. Psychological Factors in Poverty. Chicago, Illinois: Markham Publishing, 1970.
   A selective sample of some of the most important recent theoretical and empirical developments in behavioral science that have implications for poverty are contained in this book. Such topics as socialization and learning, as well as heredity and environment, are discussed. One of the longest sections of the book, "Intervention Strategies" suggests ways in which the psychology of poverty can be overcome.

3. Alloway, David N., and Francesco Cordasco. Minorities and the American City: A Sociological Primer for Educators. New York: David McKay Company, Inc., 1970.
   The minorities in the American cities are placed in a historical framework. The complexities of urban problems are stressed and broad avenues of practicable solutions to educational problems are suggested. The inner city is examined from several sociological viewpoints such as power, racial antagonism, social reform movements, leadership and others. The three "Ps" of people, participation and programs are suggested as the hope of the cities.

4. Billingsley, Andrew. Black Families in White America. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.
Regarding the Negro family as a subsystem within the greater framework of society as a whole and also the Negro community, this book examines both the past influences and present role of the Black family in America. African heritage and plantation influences are studied, types of family structure are analyzed, and the effects of social, geographic, and political forces are probed.

5. Birch, Herbert G., and Joan Dye Gussow. Disadvantaged Children: Health, Nutrition and School Failure. New York: Harcourt Brace Jovanovich, 1970.
The relationship between poverty, disadvantage, and educational failure are examined in this book. Hunger and malnutrition are included as factors which handicap children as learners. The authors, one a physician, call attention to the health problems which underlie the school failure of impoverished children. They point out that children who live in poverty, live lives which are physically destructive as well as intellectually depressing. Poor children are exposed to poor food, poor sanitation, poor housing, poor medical care.

6. Burkhart, Kathryn Watterson. Women in Prison. Garden City, New York: Doubleday and Company, Inc., 1973.
As a newspaper reporter for the Philadelphia Bulletin, the author has won national recognition for her coverage of the criminal justice system, and is well qualified to present this description of women and their lives in prison, or "the concrete womb." She studied all phases of prison life from the juvenile offender to the "old timers," from personal interviews and informal conversations with 500 women inmates. This poignant insight into the appalling condition and treatment of female prisoners is startling and even shocking to those unfamiliar to that environment.

7. Cancro, Robert, Ed. Intelligence: Genetic and Environmental Influences. New York: Grune and Stratton, 1971.
Papers presented at a conference on intelligence at the University of Illinois make up the contents of this book. The subject is divided into three sections: different definitions of intelligence, genetic contributions to intelligence at the individual and population level, and environmental contributions to intelligence.

8. Carnoy, Martin. Schooling in a Corporate Society. The Political Economy of Education in America. New York: David McKay Company, Inc., 1972.
   This is a collection of essays on recent ideas in education and educational research by social scientists and educators. The essays analyze such concepts as equal opportunity, contesting that the labor market and schools operate to hinder Blacks from doing as well as whites. Questions about alternate schooling are raised. Community control and free schools are discussed.

9. Charnofsky, Stanley. Educating the Powerless. Belmont, California: Wadsworth Publishing Company, Inc., 1971.
   The author holds the thesis that "largely because of their differences the different are powerless." He believes schools must embrace diversity among their pupils rather than directing their energies toward a middle class culture. This highly recommended book deals with communities, life styles, social movements and cultural history. Not a book on methodology, it is anecdotal and motivational to the readers.

10. Coleman, James S. Resources for Social Change: Race in the United States. New York: Wiley-Interscience, 1971.
   James Coleman introduces a new approach to the theory of social change. He sees social change as a consequence of men's action; therefore, it ought to be possible to bring social change under man's control. He theorizes that certain political, economic and community "resources" can be converted to a source of power for ethnic minorities. Various theories on social change as well as research programs are examined by the author.

11. Denzin, Norman K., Ed. Children and Their Caretakers. New Brunswick, New Jersey: E. P. Dutton and Company, 1973.
   The editors of Transaction/Society magazine have collected a series of essays originally published in the magazine relating to the attitudes and practices society has taken toward children, education, juvenile courts, the welfare system, and drug abuse programs. The current systems of child socialization in the United States are challenged. The essays call for renewed citizen-parent involvement in society's educational tasks and for the incorporation into national policy the social science findings of the last decade.

12. Hampden-Turner, Charles. From Poverty to Dignity: A Strategy for Poor Americans. New York: Anchor Press/ Doubleday, 1974.

Economically and culturally poor Americans are shown a method of changing social opinions and social structures. The author suggests ten principles of human development along with practical suggestions for achieving them. He includes, in an index, optimistic projections of possible newspaper articles of 1983 with his hopeful developmental changes successfully in operation. Another index lists names and addresses of community-based economic development corporations and cooperatives. There are also extensive notes and bibliography.

13. Heine, Lea, and Hattie Mae. Me: From the Children of the Deep South Comes a Cry for Help that Cannot be Ignored. Washington, D.C.: Volunteers in Service to America, (VISTA) Office of Economic Opportunity, 1969.

The plight of many children of the Deep South, their personal and social problems, is revealed through the experiences of a VISTA volunteer with a young Negro girl, Hattie Mae. Anecdotal records and drawings are part of this report. The report ends with a brief resume of the events and feelings experienced by the Negro child as she spent one week in the tutor's home in Wisconsin.

14. Henderson, George, Ph.D., and Robert F. Bibens, Ed.D. Teachers Should Care - Social Perspectives of Teaching. New York: Harper and Row, Publishers, 1970.

Teachers' varied responses to the cultural differences among their students is the major emphasis of this book. It shows how the effectiveness of teachers depends upon the ways in which they respond to culturally different children especially in situations of crisis. Although written for student teachers, the book is a good reference source for experienced teachers as well.

15. Hodge, Patricia Leavey, and Phillip M. Hauser. The Challenge of America's Metropolitan Population Outlook, 1960-1985. New York: Frederick A. Praeger, 1968.
In an effort to provide population information for future metropolitan policy and planning, this book gives detailed population analysis and projections. Using 1960 census figures, population growth, urban/suburban concentration, and color and age composition are all studied, with 1985 projections made. Data for the Northeast, South, West and North Central areas is studied in depth and compared to national summaries.

16. Hostrop, Richard W. Managing Education for Results. Homewood, Illinois: ETC Publications, 1973.
Many educational systems are now looking toward the principles of modern management in order to determine how to get things done more efficiently and more effectively. The purpose of this book is to show educators how efficient business and industrial management practices are applicable to education. Actual educational examples demonstrate these principles.

17. Itzkoff, Seymour W. Cultural Pluralism and American Education. Scranton, Pennsylvania: International Textbook Company, 1969.
This book traces the philosophical and historical roots of pluralism in a democracy. The results of this analysis indicate that, seen in its long range implications, the complete integration of the Black American and other minorities is less than the democratic panacea it has long appeared to be. Complete integration would ultimately not benefit the Black Community but would lead to its extirpation and the loss of vital diversity necessary to American cultural environment. Educational changes implied by this view are examined.

18. Jencks, Christopher. Inequality--A Reassessment of the Effect of Family and Schooling in America. New York: Harper Colophon Books, 1972.

This book is a reanalysis of the data collected by James Coleman for the U. S. Office of Education in the Equality of Educational Opportunity Survey. The text was written by Christopher Jencks using the results of three years of research at the Center for Educational Policy Research. Inequality is discussed in separate chapters in respect to schools, cognitive skills, educational attainment, occupational status and income. A chapter on "What Is To Be Done" presents the author's personal judgments and interpretations.

19. Kennedy, Daniel B., and August Kerber. Resocialization: An American Experiment. New York: Behavioral Publications, 1973.

This book picks three specific programs in which huge resocialization efforts have been expended: compensatory education, criminal rehabilitation, and training for the hardcore unemployed. Resocialization is the effort to change individuals to function according to behavioral standards labeled "middle class." The first part of the book deals with the definition, nature, and processes of resocialization. The second part of the book examines the history and extent of resocialization in each of the areas mentioned. There is also a chapter on counseling and psychotherapy. Whether or not it is possible or desirable to alter permanently one's values, attitudes, and abilities as a result of outside intervention is explored and suggestions made for more effective results where failure has been evident.

20. Kraus, Philip E. Yesterday's Children. A Longitudinal Study of Children from Kindergarten into the Adult Years. New York: John Wiley and Sons, 1973.

This is a longitudinal study of a racially mixed group of 165 children from middle and low socioeconomic areas attending two New York City schools in Brooklyn and Harlem. The progress of the children is traced over a 20-year period from kindergarten to adult life. A number of topics are covered such as reading achievement, giftedness, and children with problems. A statistical approach is avoided. It is hoped that the data might be useful to identify symptoms of disturbance and predictors of success and achievement.

21. Kriesberg, Louis. Mothers in Poverty, A Study of Fatherless Families. Chicago, Illinois: Aldine Publishing Company, 1970.

Fatherless families, the subject of this book, make up an important segment of the poor. The author attempts to explain not only the way of life of poor people but also how this way of life is passed on from generation to generation. He emphasizes the development and maintenance of a subculture of poverty and points out contemporary circumstances which make and keep poor people poor. An entire chapter is devoted to the educational achievements of the children of the poor. Data for the book is based on the Public Housing and Social Mobility Study conducted at the Youth Development Center of Syracuse University.

22. Millman, Linda, and Catherine S. Chilman. Poor People at Work. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969.

The employment of poor people as semiprofessionals in human service occupations has been done as a means of fighting poverty. This annotated bibliography includes official reports and articles in the professional literature on the topic of employing semiprofessionals.

23. Ribich, Thomas I. Education and Poverty. Washington, D.C.: The Brookings Institution, 1968.

Viewing education as a method of alleviating poverty, this book explores many areas in which education can be improved and modified. Several types of education are evaluated. Such areas as job training and dropout prevention along with compensatory education and preschool education are given consideration.

24. Schussheim, Morton J. Toward a New Housing Policy. The Legacy of the Sixties. New York: Committee for Economic Development, 1969.

This paper is part of the research into regional and urban problems undertaken by the Committee for Economic Development. Professor Schusscheim's monograph reviews the record of federal housing policy during the 1960's and seeks explanations for why it was relatively poor. An outline of the quantitative housing goals, projected for the 1970's which were laid down by Congress is provided.

87

25. Scrimshaw, Nevin S., and John E. Gordon. Malnutrition, Learning and Behavior. Proceedings of an International Conference Cosponsored by the Nutrition Foundation, Inc. and the Massachusetts Institute of Technology. Cambridge, Massachusetts: The M.I.T. Press, 1968.

An international conference on mulnutrition, learning, and behavior was held at the Massachusetts Institute of Technology in 1967. This book contains the formal presentations of the participants from 38 nations. The consequences of malnutrition in young children on later growth and development and learning behavior are evaluated. In addition to the scientific viewpoint are appraisals from experts in the field and the clinic.

26. Seligman, Ben B. Aspects of Poverty. New York: Thomas Y. Crowell Co., 1968.

Designed as a reader on poverty, this book consists of eight excerpts from other works in the field, each with a different emphasis. Legal and political aspects as well as such factors as housing, welfare, and education are analyzed as the editor strives to bring together selections which will "stimulate exploration of one of the exacerbating social problems of the day."

27. Suttles, Gerald. The Social Order of the Slum, Ethnicity and Territory in the Inner City. Chicago, Illinois: The University of Chicago Press, 1968.

A sociologist reports the findings of his three-year study in which he observed life both in the family unit and in age-graded groups in the Addams area on the Near West Side of Chicago. The social organization and subculture of the Italian, Negro, Spanish and Mexicans who live there are analyzed and described. Factors underlying group and gang formation especially among adolescents are also analyzed. The aim of these findings is the fostering of the understanding of slum cultures.

28. Urofsky, Melvin I., Ed. Perspectives on Urban America. Garden City, New York: Anchor Press/Doubleday, 1973.

Contributors to this volume were asked to look at certain facets of urban America. While recognizing that the problems of the cities are very serious and in some cases seemingly hopeless, many hopeful and innovative efforts are reported that show promise of alleviating a part of the distress. Among the aspects of the urban scene considered are: The Idea of Community in the City, The White Problem of the City, Cities and the Environmental Crisis and Urban Crime and the Courts.

29. Zigler, Edward. Social Class and the Socialization Process--A Review of Research. New York: Columbia University, 1968.
In attempting to explain the correlation between behavior and social class, the author reviews the major research in this field. Two main theories exist, one maintaining that childhood training is the primary determinator of behavior, the other stressing the adult demands of each society. Differing child rearing customs of various social classes are studied, with developmental, genetic, and "social-ecological-economic" explanations offered. Though conclusions vary greatly, the author feels that interrelating these findings is an important first step in reaching answers.

SPANISH SPEAKING MINORITIES

The problems which Spanish speaking people have in assimilating and adjusting to American culture are discussed in this unit. Methods and materials for teaching Spanish-speaking pupils are included. See also English as a Second Language.

1. Batlle, Ana, and Others. The Puerto Ricans: A Resource Unit for Teachers. Philadelphia: Anti-Defamation League of B'nai B'rith.

   This manual was prepared and distributed by the school district of Philadelphia and the Anti-Defamation League of B'nai B'rith. It contains material for an understanding of the Puerto Rican who had migrated to the United States. Included is information on the history of Puerto Rico, the migration, problems which are faced by the Puerto Rican minority, the family structure and cultural values and the needs of the Puerto Rican student. Listings of books, audiovisual materials, and other sources of information are helpful to the teacher.

2. Carter, Thomas P. Mexican-Americans in School: A History of Educational Neglect. New York: College Entrance Examination Board, 1970.

   For a number of years, Mexican-Americans in the Southwest have done poorly in school and have dropped out early. Thomas Carter feels that these children have been the victims of severe educational neglect and he attempts to discover the reason. His book is a comprehensive work on the role of education in the lives of Mexican-Americans. He points out where the schools are at fault and outlines special school programs for Mexican-American children.

3. Cooperative Children's Book Center, Madison, Wisconsin. Materials for Those With a Spanish-Speaking Background. Madison, Wisconsin: Cooperative Children's Book Center, 1969.

   About 150 entries are listed in this annotated bibliography of books and audiovisual materials appropriate for children with a Spanish-language heritage The titles are grouped by geographical area or national origin and subgrouped by reading and interest levels.

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4. Lewis, Oscar. A Study of Slum Cultures: Background for La Vida. New York: Random House, 1968.
   Wishing to study slum environments in terms of what he considers their "culture of poverty," the author of this book chose one hundred slum families of Puerto Rico who had relatives in New York City. He conducted intensive case studies of each Puerto Rican family and its New York counterpart, trying to determine how the slum cultures of the two areas related and what changes migration had brought.

5. University of the State of New York. Programs, Services, Materials of the New York State Education Department for Black and Puerto Rican Studies. New York: The State Education Department, The Multiethnic Task Force, 1970.
   In order to provide classrooms with teaching materials which reflect ethnic and cultural diversity, the Multiethnic Task Force of the New York State Education Department has prepared this list of program materials and services which are available to local schools. This publication focuses on Black and Puerto Rican studies.

6. Vivo, Paquita, Ed. The Puerto Ricans: An Annotated Bibliography. New York: R. R. Bowker Company, 1973.
   The Puerto Rican Research and Resource Center, Inc. has compiled an annotated bibliography of all materials pertaining to Puerto Rico from the Library of Congress catalog, the Puerto Rican Collection at the University of Puerto Rico Library, the New York Public Library and other sources. The entries are divided into four sections: Part I includes books, pamphlets and dissertations divided into 21 major subjects; Part II lists government publications of both the United States and Puerto Rico; Part III lists periodicals and a selection of articles from magazines and journals; Part IV lists motion pictures and filmstrips. An index by subject, title, and author completes the volume.

7. Wible Language Institute. Audiovisual Bilingual Teaching Materials: Spanish. Allentown, Pennsylvania: Wible Language Institute Catalog, 1974.
   This catalog provides a listing of materials useful for the teacher of bilingual education or English-as-a-Second-Language in Spanish. Included are records, tapes, slides, filmstrips, overhead transparencies and flash card kits which may be ordered directly from the company at 24 South 8th Street, P.O. Box 870, Allentown, Pennsylvania 18105.

TEACHING STRATEGIES

Materials for student teachers and for employed teachers which will contribute to their professional growth are found in this section. In particular, methods and procedures used and actual experiences of teachers of the disadvantaged are included.

1. Ackerman, J. Mark. Operant Conditioning Techniques for the Classroom Teacher. Glenview, Illinois: Scott Foresman and Company, 1972.

   A student's classroom behavior can be changed from disruptive to "normal" by the teacher's use of motivation, in helping the "academic holdout" to enjoy the process of education. The consequences of acceptable behavior affect the likelihood that he will repeat the behavior. Children between grades K and 6 benefit most from the techniques presented which have been successfully applied in school and at home.

2. Baratz, Joan C., and Roger W. Shuy. Teaching Children to Read. Washington, D.C.: Center for Applied Linguistics, 1969.

   In this collection of papers, the primary concern is language and the relationship of language to reading. The sources of reading problems for Negro nonstandard English speakers is discussed by several experts in the field. All the focus is not remediation but how to teach reading. All the papers deal with the role of the child's language behavior in the process of learning to read. Each author suggests different ways of handling certain aspects of the child's speech in teaching reading.

3. Campbell, Clyde M., Ph.D. Toward Perfection in Learning: Case Histories of Community Schools in Action. Midland, Michigan: The Pendell Publishing Company, 1968.

   The Mott Institute for Community Improvements working with Michigan State University has attempted to develop new and better ways of working with children in the inner city. Experimenting with enrichment tutors, the project focuses on teaching in grades one through six. This book describes the experimental program, what it has done and what it hopes to do.

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4. Caplan, Frank and Theresa Caplan. The Power of Play. Garden City, New York: Anchor Press/Doubleday, 1974.
   Play, for both adults and children, can help to strengthen personality as well as advance learning. The nature of play and playthings, how one can set the stage for creative play and how play is used to help the emotionally disturbed child are among the many aspects presented. The authors maintain that play aids growth; that it is a voluntary activity; that it offers a child freedom of action; and it is a neglected form of learning. This philosophy of play as a vital part of education is informative to parents as well as educators.

5. Clark, Donald, and Others. Those Children: Case Studies from the Inner-City School. Belmont, California: Wadsworth Publishing Company, Inc., 1970.
   The life portraits of eight individual youngsters who attend inner-city schools are presented in this book. Each case history is divided into three parts. The first part presents information about each child available to the teacher within the school setting. The second part is an exhaustive case study that contains reports from specialists--a social worker, a psychiatrist, a child psychologist, and a pediatrician. The third part suggests ways in which that individual child and similar children can be helped within the classroom setting. Throughout the book, an attempt is made to help the reader open himself to an emotional understanding of the children by supplementing the formal, technical reports with impressionistic descriptions based on actual words and sensory data found in the child's world. A useful book especially for students preparing to work professionally with the inner-city child.

6. Criscuolo, Nicholas P. Supervising the Reading Program. Midland, Michigan: Pendell Publishing Company, 1973.
   Concrete suggestions and techniques to be used by the reading consultant in his daily work are offered in this handbook. Chapters are devoted to working with teachers, administrators, and parents. Considerable other useful and practical information is given. Among the appendices are a graded student reading list and a professional bibliography.

7. Criscuolo, Nicholas P. A Tutor's Guidebook for Remedial Reading. Midland, Michigan: Pendell Publishing Company, 1972.

This pamphlet has been prepared as a guidebook to help educators who are organizing and working in a tutorial program. It offers many practical suggestions for developing a program. It mentions specific tutorial procedures and offers a brief list of useful children's books as well as a small bibliography of professional readings.

8. Cuban, Larry. To Make A Difference: Teaching in the Inner-City. New York: The Free Press, 1970.

Drawing on firsthand experience in the Cardozo Project in Urban Teaching in Washington, D.C., a teacher presents his ideas of how education should be. He feels that there is a deficiency in realistic and useful teaching methodology which causes young teachers to be unprepared for teaching. He emphasizes provision for individual differences in students and holds the school and teachers responsible to see that children have the opportunity to learn. The book is direct and highly readable and should result in more effective teaching on the part of its readers.

9. Dwyer, Robert C., and Jane K. Elligett. Teaching Children Through Natural Mathematics. West Nyack, New York: Parker Publishing Company, Inc., 1970.

The approaches and procedures of Natural Mathematics attempt to relate to the child's immediate interests. The authors regard the child's inherent motivation to act as the source of his learning potential. Therefore, they make the classroom activities natural by integrating the child's adaptive abilities of perception, cognition, memory and motivation and focus on a child centered problem in which subject matter is not fragmented. The program is a developmental one but it is also effective remedially. The adoption of this program would do much to counteract the alienation of the disadvantaged child from school and formal learning.

10. Englemann, Siegfried. Preventing Failure in the Primary Grades. New York: Simon and Schuster, 1969.

A detailed program in remedial arithmetic and reading is provided in this book. The author feels that an intensive effort to improve basic skills is the best way to help the slow learner, and he outlines a concrete course beginning at the most elementary level and progressing to the advanced. Teaching techniques to overcome problems of language skills and cultural orientation are emphasized throughout.

11. Farquhar, Carolyn, and Others. Personalized Approach to Teaching Reading. Midland, Michigan: Pendell Publishing Company, 1972.

Methods of presenting those skills which are usually outlined in the kindergarten curriculum are presented here. Specific objectives and accompanying activities are given for each specific skill. The general skills included are listening, writing, visual, vocabulary, verbal, and comprehension. An individualized approach is intended. The book is also useful in a remedial or special class.

12. Fedder, Ruth, and Jacqueline Gabaldon. No Longer Deprived: The Use of Minority Cultures and Languages in the Education of Disadvantaged Children and Their Teachers. New York: Teachers College Press, 1970.

The aim of this book is to help teachers understand disadvantaged children and how they can work with these children day by day in the classroom. The book shows teachers working successfully with disadvantaged children who have a variety of learning difficulties. Many specific techniques are demonstrated and discussed and many different approaches are used. Teachers in the elementary grades working with white, Negro, Indian, Mexican children and children of migrant workers tell their story in this book. However, its principles can be applied to all disadvantaged children at every grade level.

13. Foshay, Arthur W. Curriculum for the 70's: An Agenda for Invention. Washington, D.C. National Education Association Center for the Study of Instruction, 1970.

Since American society is changing, American schools ought to be changing too, contends the author. A more fluid organization of the schools is the first step proposed. The reality of work should be allowed to enter into schooling from the beginning, and children should be allowed to take part in the real world around them from an early age. More active student participation in curriculum planning is also suggested in addition to community participation and the use of community resources. Provocative suggestions are made for improving curriculum and the schools in general.

14. Fuchs, Estelle. Teacher Talk: Views from Inside City Schools. Garden City, New York: Anchor Books, Doubleday and Company, Inc., 1969.

The concerns and needs of new teachers in urban schools are discussed in this book. By means of a research project, a selected group of graduates in education recount their experiences, impressions, and uncertainties which they have had in working with inner-city students.

15. Gattmann, Eric, and William Hendricks. The Other Teacher: Aides to Learning. Belmont, California: Wadsworth Publishing Company, Inc., 1973.

The teacher aide is becoming an important part of the learning team in many schools. This book offers practical information and techniques that the prospective or practicing teacher aide can apply in the classroom. Steps in securing a position are included as well as descriptions of the basic principles of education and both typical and atypical behavior of children in the classroom. Techniques of storytelling and tutoring are covered. Sources of materials, a bibliography, and a glossary complete this handbook for the teacher aide.

16. Grambs, Jean Dresden. Intergroup Education: Methods and Materials. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

This book is designed for elementary and secondary teachers who recognize the need to incorporate human relations content into their classrooms. Techniques such as role-playing situations and open-ended stories are described and models are given. A selected annotated bibliography of over 1,000 items of source materials for teachers in the area of human relations, plus an annotated listing of resources in other media such as films, tapes, and recordings are included.

17. Havighurst, Robert J. Minority Sub-Culture and the Laws of Learning. Washington, D.C.: American Psychological Association, 1969.
Comparative motivational studies of middle class and lower class children show that different economic and ethnic groups vary in their reward-punishment systems. This paper proposes that if educators of socially disadvantaged children understood the nature of rewards and how they function in learning, they would be better educators. Included in this understanding should be the concept of a hierarchy of reward levels, and the realization that students need to learn to predict their own learning in relation to their effort to learn. The application to disadvantaged students is discussed.

18. Herbert, Cindy. I See A Child. Garden City, New York: Anchor Press/Doubleday and Company, Inc., 1974.
A creative presentation of teacher-child relationship done with pictures, poems, and feeling. How do children feel? How do teachers react? The author probes deeply into the thoughts of a teacher concerned with the children she is surrounded with. Deep insights into the realities of children's lives and thoughts are expressed in poetic language.

19. Kohl, Herbert R. The Open Classroom. New York: Random House, 1969.
The author of this book offers an alternative for those who consider traditional authoritarian teaching methods oppressive and unstimulating. He offers guides and examples on everything from seating arrangement to lesson plans so that a freer, more "open" classroom environment may be achieved. The book is highly readable and charged with the author's own enthusiasm for student participation and involvement.

20. Kohl, Herbert. Reading, How To. New York: E. P. Dutton and Company, 1973.
Learning to read can be done in a natural and informal manner according to Herbert Kohl. Each chapter of this book outlines specific steps and exercises to use in the teaching of reading. Useful activities, games, and poems are included. Kohl points out mistakes and false attitudes which teachers unconsciously acquire and which hinder some pupils in learning to read.

21. Levy, Gerald. Ghetto School: Class Warfare in an Elementary School. New York: Pegasus, 1970.
From an inside view, Mr. Levy describes what goes on in a ghetto school. Teacher and pupil behavior are superbly presented. This book will give teachers about to accept assignments in ghetto schools ar accurate idea of what to expect.

22. Lillard, Paula Polk. Montessori: A Modern Approach. New York: Schocken Books, 1972.
Maria Montessori's advocation of the open classroom is presented in an historical introduction, followed by the Montessori philosophy, method, thoughts in connection with parents, approach applied to reading and writing, and by a discourse on why this method is of importance today. The inner-city child has much to gain, as have children with special problems, in the teacher's constant reaching out to them, and helping them into a constructive response to their world. She treats all her pupils with respect, dignity and trust, and above all, with understanding.

23. Marsh, Leonard. Being a Teacher. New York: Praeger Publishers, 1973.
The concept of the "open classroom," originally developed in England, is of widespread interest. The author offers practical activity suggestions in helping teachers achieve objectives. He bases his emphasis on the importance of the direct relationship between the teacher and the child as a result of his own extensive experience as a teacher of both children and teachers. The author discusses the teacher, the classroom, the organization and curriculum of the "open classroom."

24. McManama, John J. An Effective Program for Teacher-Aide Training. West Nyack, New York: Parker Publishing Company, Inc., 1972.

The vast majority of teacher-aides has been found to have no specific training, which poses a problem for school administrators. On-the-job training is a practical method of suiting the real needs of the aides and the teachers, and the author has written this guidebook directly from his own managerial experience. Breaking away from stereotypes is an important step in improving education, and also in putting teaching standards on a higher level. Effective use of teacher-aides benefits teachers by freeing them for more creativity, for more individual instruction, and for diagnosing and prescribing for increased learning. Perhaps more important is their value to the children providing closer contact and more intimate communication.

25. Miles, Matthew B. Learning to Work in Groups. New York: Teachers College Press, 1971.

In this program guide for educational leaders, the author gives direction on group participation to principals, supervisors and superintendents in schools; managers, personnel developers, and industrial relations officers in business; and administrators, volunteers in both government and in social agencies. He stresses practicality in self-training for self-reliance in preparation for working in groups, particularly in American public education. The National Training Laboratory in Group Development at Bethel, Maine and the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, provide background material for this study of group action and interaction. There are many helpful footnotes and cross-references, and each chapter is followed by a brief summary.

26. Moustakas, Clark E. Teaching as Learning: Becoming Alive and Free in Teaching (Formerly the Alive and Growing Teacher). New York: Ballantine Books, 1972.

The personal experiences of a group of classroom teachers and principals are presented in a conversational manner as they discuss their responses to situations involving their relations with children, with parents and with other teachers. Personal and professional issues are brought to light thereby enabling the reader to contemplate his own values and beliefs and gain insight into educational issues, practices and problems.

27. Poteet, James A. Behavior Modification: A Practical Guide for Teachers. Minneapolis, Minn.: Burgess Publishing Company, 1973.

The present or future teacher, facing possible difficult classroom behavior, is assisted in creating a positive classroom environment. Other educational specialists--administrators, pupil services personnel, etc.--will also gain an understanding in behavior description, measurement, understanding, modification and evaluation. There are practical, specific examples of "typical" classroom situations and clear suggested solutions to problems.

28. Rodriquez, Celia V. Characteristics and Needs of Disadvantaged Children: An Instructional Bulletin. Los Angeles, California: Division of Instructional Planning and Service, Los Angeles City Schools, 1968.

Prepared for use by the elementary school teachers of Los Angeles, this booklet offers background information on disadvantaged children. Characteristics and needs of children who are disadvantaged are discussed and those qualities needed by teachers who work successfully with disadvantaged children are outlined. A number of purposeful activities are suggested for all areas of curriculum. Teachers wishing to develop greater insight into the problems of the disadvantaged may refer to the selected annotated bibliography.

29. Rosenthal, Robert, and Lenore Jacobson. Pygmalion in the Classroom: Teacher Expectation and Pupil's Intellectual Development. New York: Holt, Rinehart and Winston, Inc., 1968.

This book examines the effects of predisposition upon behavior, examining in the educational situation the role of such factors as test scores, race, and socioeconomic status upon the relationship between teacher expectation and pupil performance. Evidence in the form of numerous controlled experiments and research projects is presented, with the main text providing a quite readable version and statistical tables available in an appendix. Results are thoroughly discussed and implications examined.

30. Ruchlis, Hy. Guidelines to Education of Nonreaders. New York: Book-Lab, Inc., 1973.
It is the purpose of this book to show educators how to develop successful reading programs for nonreaders. The author believes that the non-reading teenager or adult is not hopeless and the information in this book based on successful experience upholds that belief. Psychological handicaps caused by the inability to read and ways of dealing with these problems are described. Specific approaches are mentioned and effective materials such as the Hip Readers are discussed.

31. Selakovich, Daniel. Social Studies for the Disadvantaged. New York: Holt, Rinehart, and Winston, Inc., 1970.
Emphasizing reading communications and thinking skills, this book was written for inservice teachers and for students interested in teaching social studies. It offers practical guidelines for action in working with the culturally disadvantaged. The economics of poverty and its social and psychological effects are dealt with briefly. The book combines both theory and methodology and attempts to encourage those teachers who have become disheartened with their efforts in working with slow students.

32. Smith, B. Othanel. Teachers for the Real World. Washington, D.C.: The American Association of Colleges for Teacher Education, 1969.
The purpose of this book is to outline change in teacher education. It is a product of the Task Force of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. The book attempts to clarify the problems and issues confronting teacher education calling for reforms such as an end to the "anti-intellectualism" of teachers.

33. Spache, George D., Ph.D. Good Reading for Poor Readers. Revised. Champaign, Illinois: Garrard Publishing Company, 1970.

Teachers, librarians, and administrators will find this a useful source book in the reading field. The first four chapters are devoted to criteria for choosing books and to factors which motivate children to read, as well as to bibliotherapy, its values and limitations. The remainder of the book is devoted to briefly annotated lists of trade books, textbooks, and instructional materials and devices. The final chapter lists books and other materials for reading teachers of disadvantaged children. An index of books and materials is included along with a publisher's directory.

34. Spache, George D., Ph.D. Good Reading for the Disadvantaged Reader, Multi-Ethnic Resources. Champaign, Illinois: Garrard Publishing Company, 1970.

This book is concerned with ways of improving reading instruction among the disadvantaged. It contains a wealth of materials for all teachers and librarians. The author encourages the use of reading materials which enhance the child's sense of ethnic identity. The first three chapters give a brief background on the disadvantaged child and his self concept. The remaining chapters comprise graded lists of materials which promote a positive self concept. Such overlooked minorities as the Eskimo, the American Indian, and the Orientals are included along with the Mexican-Americans and migrant workers. Chapters are devoted to audiovisual resources and professional resources. Materials for adult illiterates and school dropouts are also included. The book contains an index to the materials listed and a publisher's directory.

35. Stinnett, T. M., Ed. The Teacher Dropout. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1970.

This report of a symposium was sponsored by the Commission on Strengthening the Teaching Profession of Phi Delta Kappa with the cooperation of the National Education Association, National Commission on Teacher Education and Professional Standards. Seven papers are presented, each considering a different problem area relating to the high percentage of teacher dropout. In this context, the nature of the American public school, and the decision-making apparatus in public education are discussed, in addition to topics such as teacher workload, and teacher preparation. The final chapter is a transcript of a panel discussion of these papers by their authors.

36. Stone, James C. Teachers for the Disadvantaged. San Francisco, California: Jossey-Bass, Inc., Publishers, 1969.
The classroom teacher ought to be regarded as the central figure in the process of improving educational opportunities for the disadvantaged. This book looks at federally funded projects which include in their programs inservice teacher education. The purpose of the inservice programs is to change teachers' attitudes and behavior which is necessary in order to bring about a change in attitudes, behavior, self images and skills of their pupils. The book describes those programs which exist and it makes suggestions for the future.

37. Stuart, Simon. Say: An Experiment in Learning. New York: Schocken Books, Agathon Press, 1973.
The author, a teacher of English in Great Britain, presents his techniques of using English literature as a vehicle of self-discovery of psychological aspects of life. Conventional teaching practice is set aside and a new approach of provoking honest intellectual and emotional reactions to the literature under discussion is explained in a step-by-step fashion. The psychological conscious and unconscious are discovered and discussed through suggested literature to provide insights into one's own self.

38. Troy, Alan P. Wonder: Learning the "Ah!" of Things. New York: Ballantine Books, Inc., 1973.
In an attempt to return to a natural and life-inspiring response around us, Professor Troy of the College of San Mateo has tried to redefine some words which inspired his students with a sense of awe. Each definition of the twenty selected words crosses academic disciplines and expresses a sense of wonder at human experience through the ages.

39. Tuckman, Bruce W., and John L. O'Brian. Preparing to Teach the Disadvantaged. New York: The Free Press, 1969.
This book describes in detail an educational program for teachers of disadvantaged students. It outlines some of the characteristics of disadvantaged persons which affect their learning ability and the qualities of programs and teachers needed to handle these characteristics.

40. University of the State of New York. Consumer Education Instructional Materials. Spanish Edition. Albany, New York: The State Education Department, Bureau of Continuing Education Curriculum Development, 1969.
Ten topics in the area of consumer education are covered in this manual designed to provide teachers with suggested lesson plans. Each lesson plan contains background for the teacher and discussion questions are suggested throughout. Although primarily in English, this Spanish edition presents material which is to be given orally to the students or read by the students in Spanish. The manuals to accompany the filmstrip "Getting Credit" and the flip chart "Shopping for Money" are also included.

41. University of the State of New York. Mathematics Education and the Educationally Disadvantaged. Albany, New York: State Education Department, Bureau of Mathematics Education, 1968.
This publication contains the major presentations of two conferences held in March and December 1967, concerned with problems related to mathematics education of disadvantaged students. The purpose of these conferences was to motivate school districts to provide mathematics programs under Title I, ESEA which is concerned with the education of educationally disadvantaged children from economically deprived families.

42. University of the State of New York. Techniques for Teaching Basic Reading to Out-of-School Youth. Albany, New York: The State Education Department, Bureau of Continuing Education Curriculum Development, 1969.
Specific suggestions for reading instructors of mature illiterates and semi-illiterates are provided in this manual. It is one part of a program designed to meet the educational requirements of disadvantaged youth who have not completed high school and who have severe reading problems. No lesson plans are provided but there are many examples of material which can be developed in the area suggested.

43. Wisniewski, Richard. New Teachers in Urban Schools: An Inside View. New York: Random House, 1968.
In this introduction to teaching in urban schools, the author bases his ideas and suggestions on his own years of teaching experience. He analyzes working conditions for teachers in urban school systems and tries to clear up any misconceptions regarding teaching in disadvantaged areas.

URBAN EDUCATION

The relationship between education and the urban crisis is probed. The problems of present-day urban schools and the need for reforms are discussed.

1. Daly, Charles U. The Quality of Inequality: Urban and Suburban Public Schools. Chicago, Illinois: University of Chicago, 1968.
   The differences in annual per capita expenditures in school districts vary greatly between slum schools and their more affluent neighbors. The question is whether or not such inequities are constitutional and if not what to do about them. This book grew out of one of a series of conferences dealing with urban life which was held at the University of Chicago's Center for Policy Study. It contains a collection of papers dealing with all aspects of the topic.

2. Fantini, Mario, and Gerald Weinstein. Making Urban Schools Work: Social Realities and the Urban School. New York: Holt, Rinehart, and Winston, Inc., 1968.
   Fantini and Weinstein have constructed a "dream school." In this paper they outline in skeletal form a model urban school specifying programs and implementations. They have recommended a program of learning that would be personally meaningful to the pupils and they stress community participation and control in the school program.

3. Fantini, Mario D. The Reform of Urban Schools. Washington, D.C.: National Education Association Center for the Study of Instruction, 1970.
   As opposed to the present monolithic approach to achieving educational aims, the author proposes a public-school-of-choice system where parents, students, teachers and school administrators have the right to make choices from legitimate alternatives. These alternatives may exist side by side in one school so that children do not have to leave their neighborhood or community to attend a school that best meets their needs, or several types of approaches may be used in different schools in a district. Choices suggested include the nongraded school, the British primary school approach, "learning by doing" school, the technically oriented school, the community school and the Montessori school.

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4. Green, Robert L., Ed. Racial Crisis in American Education. Chicago, Illinois: Follett Educational Corporation, 1969.
The purpose of this series of readings is to present ways to reform the present educational system. Four areas are covered: the urban community, the urban school, the curriculum and community leadership. The book's editor, Robert L. Green, believes that racist practices in the American educational system are directly related to many other problems in this country and unless our schools change social problems will increase.

5. Harrison, Bennett. Education, Training, and the Urban Ghetto. Baltimore, Maryland: Johns Hopkins University Press, 1972.
This book reinforces the growing documentation that societal attitudes must be fundamentally changed if Blacks and other minorities are to join fully into the mainstream of American society. Research by the author has shown that education and training are of less help to Black ghetto residents than to others in finding employment, in receiving equal pay and in the opportunity for advancement. This research project involved the processing of over 50,000 interviews by government agencies with workers in sixteen metropolitan areas. The author documents the creation of a separate and secondary labor market for Blacks and other disadvantaged people. He stresses that greater attention must be given to stimulating the demand for minority labor through such action as the "Philadelphia Plan" and activities of the Equal Employment Opportunity Commission.

6. Havighurst, Robert J. Metropolitanism: Its Challenge to Education. The sixty-seventh yearbook of the National Society for the Study of Education. Chicago, Illinois: The University of Chicago Press, 1968.
Looking at education from the point of view of the metropolitan area as a whole, this book covers such topics as the structure of society in metropolitan units of different sizes and those metropolitan units at work. It discusses the problems and issues involving "suburbs versus central city," the areas of conflicts, and the financial problems involved. It examines educational innovations made in response to the challenge of metropolitanism while the final section presents some experiments in the organization of school systems for cooperation in metropolitan areas.

7. Hillson, Maurie, and Others. Education and the Urban Community: Schools and the Crisis of the Cities. New York: American Book Company, 1969.
   Forty-nine readings dealing with the problems of education in urban areas are brought together in this volume. The selections attempt to emphasize solution or action leading to solution rather than description. Included are readings dealing with curriculum change and school organization. Federal aid to education is discussed as well as the school's relationship with the community. In short, the editors have attempted to present a general picture of the issue.

8. Holden, Anna. The Bus Stops Here: A Study of Desegregation in Three Cities. New York: Agathon Press, Inc., 1974.
   School desegregation in Charlottesville, Va., Providence, R.I., and Sacramento, California is detailed in depth. This is a well-documented book, dealing with a highly emotional and provocative issue. The author chose the three representative cities in a study for the U.S. Commission on Civil Rights. In two cases, the minority groups were largely Black, and in one, Chicano. Desegregation is regarded as only one aspect of the search for equality in education, and the author offers 30 detailed guidelines for a achieving genuine racial balance in the public schools.

9. Holt, John. The Underachieving School. New York: Pitman Publishing Corp., 1969.
   John Holt's most recent attack on educational practices reaffirms the need for change and reform in education. This is a collection of short pieces which have appeared in pamphlets, magazines and books. It contains a number of persuasive examples and reflections which uphold his indictment of modern schools.

10. Janowitz, Morris. Institution Building in Urban Education. New York: Russell Sage Foundation, 1969.
    The argument of this essay is that the structure of inner-city schools must be changed. Drawing on social science concepts, the author presents the issues involved in transforming the institutional structure of these schools. He analyzes the strategies and approaches necessary and discusses models of change such as curriculum development and automatic and electronic teaching equipment.

11. Leacock, Eleanor Burke. Teaching and Learning in City Schools. New York: Basic Books, Inc., 1969.
The author contends that our educational institutions maintain and reinforce the social and economic structure of our society and that lower class children benefit very little from attending school. Four schools in New York City were chosen for this comparative study: middle class white, middle class Black, lower class white and lower class Black. The purpose of the study was to determine what differences exist among the various classrooms and to observe "ways in which children are being socialized, inducted so to speak, into various roles in American society." It should, however, be pointed out to the reader that four schools are not a representative sample from which to generalize information and findings.

12. Levenson, William B. The Spiral Pendulum: The Urban School in Transition. Chicago, Illinois: Rand McNally and Co., 1968.
In order to give the general reader an understanding of urban education, this book presents an overview of the subject. It begins with population and education changes in the United States while further chapters explain the impact of these changes on city schools recounting the problems of the inner city and race relations. The final chapters cover compensatory education, guidance and vocational education.

13. Lutz, Frank W. Toward Improved Urban Eduation. Worthington, Ohio: Charles A. Jones Publishing Company, 1970.
Each of the fifteen chapter topics of this book was selected for its relevance to the problems of urban schools. The authors are all educators working and living in urban centers. The book brings out general problems in metropolitan education, such as educational administration, economics, desegregation of public schools, parent participation, and decentralization. Three chapters look at the relationships between urban city government and educational administration. The book is a scholarly and up-to-date investigation.

14. Morine, Harold, and Greta Morine. A Primer for the Inner-City School. New York: McGraw-Hill Book Company, Inc., 1970.

According to this book, the school curriculum is the most critical factor in the success or failure of the school as an educational institution. This curriculum proposal focuses on the need for goals stated in specific operational terms, instructional materials, and teaching procedures appropriate for inner-city children. Special attention is given to forming basic mathematical concepts, individualizing reading instruction, encouraging linguistic generalization, and setting up "uncommon learning centers" as part of the school curriculum. These centers are designed as child-centered interest groups where the children engage in a variety of activities of their own choosing. Through their participation in these groups, it is hoped that they will learn new skills, develop self confidence, and make new friends. This curriculum deals only with the early school years (preschool through second grade) because it is believed that these are the most crucial years in determining the educational success or failure of the inner-city child.

15. NEA Task Force on Urban Education. Schools of the Urban Crisis. Washington, D.C.: National Education Association, 1969.

The NEA Task Force on Urban Education was established in 1968 for the purpose of identifying and exploring the problems of Urban Education and to design plans to solve these problems. This booklet is a report on the recommendations for positive actions formulated by the Task Force in order that the conditions of education in the inner cities of our nation might be improved. Among these recommendations is the proposed creation of an NEA Special Project on Urban Education to be responsible for originating and coordinating urban education activities. Along with the recommendation, the pamphlet discusses the focus within American society which make them necessary.

16. Perel, William M., and Philip D. Vairo. Urban Education: Problems and Prospects. New York: David McKay Company, Inc., 1969.
Urban problems are viewed through the school in this expository tract. It examines such concepts as learning in the urban school, adult education, neighborhood leadership and other problems which must be solved in order to improve the urban complex.

17. Rudman, Herbert C., and Richard L. Featherstone. Urban Schooling. New York: Harcourt, Brace and World, Inc., 1968.
This collection of readings concerns the problems of the present-day urban schools. It puts forth the belief that new educational methods are urgently needed to solve the complex problems involved in the administration of today's schools. It suggests that urban school problems represent the problems of American education in general. Designed as a textbook in educational administration, the book was originally prepared for a two-week workshop for administrators.

18. Toffler, Alvin. The Schoolhouse in the City. New York: Frederick A. Praeger Publishers, 1968.
The emphasis of this book is on the urban school's physical facilities and their impact on educational programs. It contains a collection of speeches made at a conference held at Stanford University in 1967. In studying the problem of urban decay in the cities, these experts feel that the "schoolhouse" is the focal point. Each speaker offers constructive proposals along these lines with stimulating ideas for action. A sixteen page section of illustrations displays imaginative urban school designs.

19. Tractenberg, Paul L. Testing the Teacher: How Urban School Districts Select Their Teachers and Supervisors. New York: Agathon Press, Inc., 1973.
The public hearings in 1971 of the New York City Commission on Human Rights into the practices of teacher and supervisor selection provided the inspiration for this book. New York City is used as an example of urban practices of selection, but a similar pattern exists in most urban centers. This process of selection is shown to be inadequate in meeting the needs of the urban pupil. The need for a new definition of merit and fitness for teachers is stressed and the academically oriented written test is shown to be invalid for needs in the schools. Alternatives to current selection systems are suggested with the focus on what the teacher must be able to do rather than on courses completed.

20. Woock, Roger R. Education and the Urban Crisis. Scranton, Pennsylvania: International Textbook Company, 1970.
This collection concentrates on four areas which are particularly important in considering the relationship between education and the urban crisis: communities, youth, teachers, and school systems. Some articles are written by well-known experts in the field of education, whereas others are written by classroom teachers relating their specific experiences, or by individuals outside of the educational power structure, such as journalists. The articles provide many interesting insights into current urban educational problems.

AUTHOR INDEX

BEST COPY AVAILABLE

	Page
Ackerman, J. Mark	87
Adams, Don	76
Alexander, S. Kern	30
Allen, Vernon L.	76
Alloway, David N.	76
Altshuler, Alan A.	29
American Association of School Administrators	1
Austin, Barbara Leslie	25
Bacon, Margaret	25
Baratz, Joan C.	59,87
Baratz, Stephen S.	59
Barbour, Floyd B.	29
Barrett, Leonard E.	29
Bartel, Nettie R.	22
Barth, Roland S.	41
Bass, Willard P.	53
Batlle, Ana	85
Beggs, David W., III	30
Bentley, Robert H.	59
Benton, Charles W.	4
Berube, Marice R.	65
Bibens, Robert F.	79
Billingsley, Andrew	77
Birch, Herbert G.	77
Birmingham, John	9
Bissell, Joan S.	74
Boes, Shirley	71
Bontemps, Arna	34
Bouma, H. Donald	30
Bradburn, Norma M.	30
Bremer, John	41
Brighton, Howard	9
Bullins, Edward	30
Bureau of Indian Affairs, Navajo Indian Reservation	65
Burgett, William A.	1
Burkhart, Kathryn Watterson	77
Burling, Robbins	60
California State Department of Education	6
Campbell, Alan K.	10
Campbell, Clyde M.	87
Cancro, Robert	77
Caplan, Frank	88
Caplan, Theresa	88
Carnoy, Martin	78
Carter, Thomas P.	85
Caskey, Owen L.	6
Cavanaugh, Gerald F.	36
Cazden, Courtney B.	60
Charnofsky, Stanley	78
Cheney, Arnold B.	52
Chertow, Doris S.	70
Chilman, Catherine S.	82
Cicirelli, Victor G.	70
Clark, Donald	88
Clark, Kenneth B.	42
Clift, Virgil A.	10
Cohen, Dorothy H.	10
Cole, Mary	31
Coleman, James S.	78
College Entrance Examination Board	10
Committee for Economic Development	42,62
Conte, Joseph M.	4
Cooperative Children's Board Center, Madison, Wisconsin	85
Cordasco, Francesco	76
Crawford, Samuel D.	59
Creedon, Carol F.	13
Criscuolo, Nicholas P.	88,89
Cronin, Joseph M.	43
Cuban, Larry	89
Daly, Charles U.	101
Davis, Ruth	6
Decker, Larry E.	65
Dennison, George	43
Denzin, Norman K.	78
Denver Public Library	53
Derr, Richard L.	11
Deutsch, Martin	11
Deveaux, Allexis	31
DiLorenzo, Louis T.	71
Draper, Theodore	31
Dunn, Lloyd M.	21
Dupont, Henry	21
Dwyer, Robert C.	89
Edington, Everett D.	62

113

BEST COPY AVAILABLE

	Page
Eells, Kenneth	26
Egg, Maria	21
Ehlers, Henry J.	43
Elligett, Jane K.	89
Ellington, Duke	31
Englemann, Siegfried	89
Etzkowitz, Henry	65
Evans, John W.	70
Evans, Mari	32
Fantini, Mario D.	44,101
Farquhar, Carolyn	90
Fasold, Ralph W.	60
Featherstone, Richard L.	106
Fedder, Ruth	90
Fein, Leonard J.	66
First National Bank, New York	11
Fishel, Leslie H., Jr.	32
Foley, Eugene	63
Forbes, Jack D.	12
Foshay, Arthur W.	90
Franklin, John Hope	32
Frazier, Edward Franklin	33
Frey, Betty J.	7
Frost, Joe L.	12
Fuchs, Estelle	91
Gabaldon, Jacqueline	90
Gartner, Alan	13
Gattmann, Eric	91
Georgakas, Dan	54
Gingell, Lesley P.	44
Ginzberg, Eli	19
Gittel, Marilyn	65
Glasser, William	44
Glazer, Nona Y.	13
Goldberg, Ignacy	23
Goldston, Robert	33
Golloway, Charles G.	55
Goodell, Carol	13
Gordon, John E.	83
Grambs, Jean Dresden	91
Graubard, Allen	45
Great Britain Advisory Committee on Drug Dependence	26
Greeley, Andrew M.	14
Green, Robert L.	102
Gregory, Dick	33
Grimes, George H.	4
Grossman, Herbert	50
Gussow, Joan Dye	77
Hammill, Donald D.	22,24
Hampden-Turner, Charles	79
Harrison, Bennett	102
Harrison, Charles	46
Haskins, Jim	33
Hassett, Joseph	45
Hathorn, John R.	54
Hauser, Phillip M.	80
Hawkes, Glenn R.	12
Havighurst, Robert J.	92,102
Heine, Lea	79
Hellmuth, Jerome	71
Henderson, George	14,79
Hendricks, William	91
Herbert, Cindy	92
Hertzberg, Alvin	45
Hickey, Howard W.	66
Hillson, Maurie	103
Hocker, Philip	62
Hodge, Patricia Leavey	80
Hodges, Jimmy	6
Hoffman, James	30
Holden, Anna	103
Holt, John	103
Holzman, Seymour	71
Hostrop, Richard W.	80
Hughes, Anne O.	72
Hughes, John F.	72
Hughes, Langston	34
Huthmacher, J. Joseph	14
Hyde, Margaret O.	26
Illiteracy in America, Harvard Educational Review	61
Inhelder, Barbel	22
Irwin, John V.	22
Irwin, Martha	66
Isaacs, Nathan	15
Itzkoff, Seymour W.	80
Jablonsky, Adelaide	34
Jacobson, Lenore	95
James, Howard	50
Janowitz, Morris	103
Jencks, Christopher	81
Johnson, Broderick H.	55
Jones, Mary Brush	25
Jones, Reginald L.	23

BEST COPY AVAILABLE

	Page
Josephy, Alvin M., Jr.	55
Kalakian, Leonard H.	24
Kaplan, Bernard A.	20
Katz, William Loren	34
Kennedy, Daniel B.	81
Kerber, August	81
Kerensky, Vasil M.	67
Kern, Alexander	30
Kimizuka, Sumako	7
King, Bert T.	34
Kohl, Herbert R.	92
Koren, Elaine Todd	19
Kraus, Philip E.	81
Kriesberg, Louis	82
LaNoue, George R.	46
Leacock, Eleanor Burke	104
Lembeck, Ruth	19
Lessinger, Leon	1
LeTarte, Clyde E.	67
Levenson, William B.	104
Leviatin, Victor	35
Levine, Henry M.	67
Levitan, Sar A.	72
Levy, Gerald	93
Lewis, Oscar	86
Lillard, Paula Polk	93
Lippman, Leopold	23
Louria, Donald	27
Lutz, Frank W.	104
Maccoby, Eleanor E.	72
Mae, Hattie	79
Mangum, Garth L.	68,72
Mann, John	46
Mannoni, Maud	23
Marge, Michael	22
Marsh, Leonard	93
Martin, John Henry	46
Martin, John M.	51
Mayhawk, Robert	15
Maynard, Fredelle	68
McCloskey, Gordon	47
McDill, Edward L.	72
McGinnies, Elliott	34
McElroy, Wayne R.	16
McKelvey, Troy V.	2
McKown, Robin	35
McLure, William P.	15
McManama, John J.	94
McMurrin, Sterling M.	63
Melby, Ernest O.	67
Michelson, Norma I.	55
Migrant Education: A Selected Bibliography	52
Miles, Matthew B.	94
Millman, Linda	82
Mink, Oscar G.	20
Minzey, Jack D.	67
Moran, Joan May	24
Morine, Greta	105
Morine, Harold	105
Morley, Franklin P.	2
Moustakas, Clark E.	94
Myers, Patricia I.	24
Mysak, Edward D.	24
National Commission on the Reform of Secondary Education	2
National School Public Relations Association	68
Navarra, John Gabriel	27
NEA Task Force on Urban Education	105
Nemiroff, Robert	35
Northeast State College, Talequah, Oklahoma	56
O'Brian, John L.	99
Office of Economic Opportunity	73
O'Gorman, Ned	47
Oldham, Neild B.	15
Passow, A. Harry	73,74
Pence, Audra May	15
Perel, William M.	106
Perren, G. E.	7
Pfeiffer, Anita	56
Popper, Hermine I.	64
Poteet, James A.	95
Price, Richard	35
Purcell, Theodore V.	36
Quarles, Benjamin	32
Review of Educational Research	15
Ribich, Thomas I.	82
Riessman, Frank	64
Robins, Ferris and Jennet	24
Rodriquez, Celia V.	95
Rose, Peter I.	36
Rosenthal, Robert	95
Rubinstein, Annette T.	68
Ruchlis, Hy	96
Rudman, Herbert C.	106
Russell, Wilma	66

BEST COPY AVAILABLE

	Page
Sando, Joe S.	56
Savage, William V.	3
Schaflaner, Gerald M.	66
Schiesel, Jane	36
Schiller, Jeffrey S.	70
Schofield, Harry	16
Schussheim, Morton J.	82
Scott, Benjamin	36
Scrimshaw, Nevin S.	83
Selakovich, Daniel	96
Seligman, Ben B.	83
Seneca Nation Educational Foundation	57
Shank, Paul C.	16
Shuy, Robert W.	60,61
Shuy, Roger W.	87
Silberman, Charles E.	47
Skinner, Elliott P.	37
Smith, Bruce L. R.	46
Smith B. Othanel	96
Smith, Marshall S.	74
South Central Regional Educational Laboratory Corporation, Little Rock, Arkansas	57
Sowell, Thomas	37
Spache, George D.	97
Stanley, Julian C.	74,75
Sterling, Dorothy	37
Stinnett, T. M.	97
Stone, Edward F.	45
Stone, James C.	98
Stradley, William E.	3
Stuart, Simon	98
Sullivan, Neil V.	37
Suttles, Gerald	83
Sutton, Elizabeth	52
Swanson, Austin D.	2
Taylor, Clyde	38
Taylor, Joy	48
Teele, James E.	48
Thoresen, Carl E.	17
Thurow, Lester C.	38
Toffler, Alvin	106
Tonjes, Marian J.	53
Totten, W. Fred	68
Tractenberg, Paul L.	107
Troy, Alan P.	98
Trubowitz, Julius	17
Tucker, Sterling	38,46
Tuckman, Bruce W.	99
United States Advisory Council on Vocational Education	64
United States Congress	27
United States Congress, Special Subcommittee on Indian Education	57
United States Department of the Interior, Bureau of Indian Affairs	58
United States Department of Labor/Manpower Administration	64
University of the State of New York	8,20,28,58,86,99
Urban America, Inc., and the Urban Coalition	17
Urofsky, Melvin I.	83
Vairo, Philip D.	106
Van Voorheer, Curtiz	66
Vivo, Paquita	86
Von Moschzisker, Michael	41
Vogel, Virgil	58
Warden, Sandra A.	18
Washington, Joseph R., Jr.	39
Weber, Lillian	48
Weinberg, Meyer	39
Weinstein, Gerald	101
Weisberg, Arline	45
Weisgerber, Robert A.	5
West Bablylon Schools	5
Whitt, Robert L.	69
Wible Language Institute	86
Williams, Frederick	61
Wilmore, Gayraud S.	40
Winsor, Charlotte	49
Wisniewski, Richard	100
Woock, Roger R.	107
Wright, Nathan Jr.	40
Yonemura, Margaret	61
Young, Whitney	40
Zellner, Miriam	72
Zigler, Edward	84

116